

Combined
70th and 71st Report
of the
Board of Education
City of Newark, N. J.

1925-1926
1926-1927

John H. Logan,
Superintendent of Schools

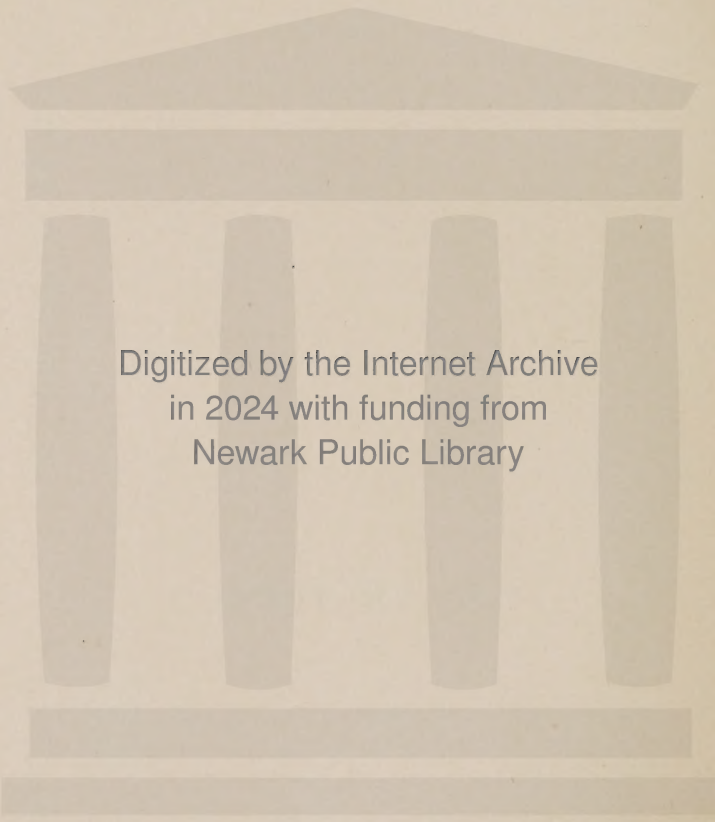
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BOARD OF EDUCATION

1925-1926

OFFICERS

PETER A. CAVICCHIA, *President* DR. EDGAR A. ILL, *Vice President*

R. D. ARGUE, *Secretary* ALFRED H. KRICK, *Ass't Secretary*
322 Summer Avenue 203 Smith Street

CEPHAS I. SHIRLEY, *Business Manager*
922 Bloomfield Avenue, Glen Ridge, N. J.

SAMUEL GAISER, *Supt. of Supplies*, 47 Chancellor Avenue

DAVID B. CORSON, *Superintendent of Schools*, 51 Berkeley Avenue

J. WILMER KENNEDY, *Ass't Superintendent*, 370 Clinton Avenue

ELMER K. SEXTON, *Ass't Superintendent*, 103 South Eleventh Street

A. G. BALCOM, *Ass't Superintendent*, New Providence, N. J.

CHARLES H. GLEASON, *Ass't Superintendent*
199 Garfield Place, South Orange, N. J.

JAMES E. DOUGAN, *Ass't Superintendent*, 270 Highland Avenue

CHARLES A. MACCALL, *Supervisor of Attendance*
506 Clifton Avenue

DR. GEORGE J. HOLMES, *Supervisor of Medical Inspection*
437 Parker Street

CHARLES M. MYERS, *Counsel*
480 Ridge Street

BOARD OF EXAMINERS

DAVID B. CORSON, *Chairman*

J. WILMER KENNEDY

WAYLAND E. STEARNS

ELMER K. SEXTON

CHARLES G. SHAFFER

JAMES E. DOUGAN

S. LOUISE CLARK

BOARD OF EDUCATION

MEMBERS

1925-1926

<i>Name</i>	<i>Place of Business</i>	<i>Place of Residence</i>
Term Expires July 1, 1926		
Peter A. Cavicchia	31 Clinton Street	81 Longfellow Avenue
Dr. Edgar A. Ill	1002 Broad Street	365 Parker Street
Henry Young	786 Broad Street	354 Mt. Prospect Ave.

Term Expires July 1, 1927

Miss J. Isabelle Sims	42 Spruce Street	42 Spruce Street
Louis C. Schwartz	143 East Kinney Street	299 Clinton Avenue
Joseph M. Byrne	41 Franklin Street	360 Bank Street

Term Expires July 1, 1928

Frederick W. Ball	107 Halsey Street	548 Parker Street
Thomas J. D. Smith	65 Chambers Street	60 Van Ness Place
Mrs. Lydia S. Osborne	213 Highland Avenue	213 Highland Avenue

STANDING COMMITTEES

1925-1926

Committee on Finance and Legislation

Ill, Young, Ball, Byrne, Mrs. Osborne, Schwartz, Miss Sims,
Smith and Cavicchia

Committee on Buildings, Grounds and Supplies

Smith, Byrne, Ball, Ill, Mrs. Osborne, Schwartz, Miss Sims,
Young and Cavicchia

Committee on Instruction

Miss Sims, Ball, Byrne, Ill, Mrs. Osborne, Schwartz, Smith,
Young and Cavicchia

Committee on Playgrounds and Recreation

Schwartz, Mrs. Osborne, Ball, Byrne, Ill, Miss Sims, Smith,
Young and Cavicchia

BOARD OF EDUCATION

1926-1927

OFFICERS

MISS J. ISABELLE SIMS, *President* DR. EDGAR A. ILL, *Vice-President*

R. D. ARGUE, *Secretary* ALFRED H. KRICK, *Ass't Secretary*
322 Summer Avenue 203 Smith Street

CEPHAS I. SHIRLEY, *Business Manager*

922 Bloomfield Avenue, Glen Ridge, N. J.

SAMUEL GAISER, *Supt. of Supplies*, 47 Chancellor Avenue

DAVID B. CORSON, *Superintendent of Schools*, 51 Berkeley Avenue

*J. WILMER KENNEDY, *Ass't Superintendent*, 370 Clinton Avenue

ELMER K. SEXTON, *Ass't Superintendent*, 103 South Eleventh Street

A. G. BALCOM, *Ass't Superintendent*, New Providence, N. J.

CHARLES H. GLEASON, *Ass't Superintendent*

199 Garfield Place, South Orange, N. J.

JAMES E. DOUGAN, *Ass't Superintendent*

32 North Arlington Avenue, East Orange, N. J.

CHARLES A. MACCALL, *Director of Attendance, Child Welfare
and School Census*, 506 Clifton Avenue

DR. GEORGE J. HOLMES, *Supervisor of Medical Inspection*
437 Parker Street

CHARLES M. MYERS, *Counsel*

480 Ridge Street

BOARD OF EXAMINERS

DAVID B. CORSON, *Chairman*

*J. WILMER KENNEDY

ELMER K. SEXTON

JAMES E. DOUGAN

WAYLAND E. STEARNS

CHARLES G. SHAFFER

S. LOUISE CLARK

*Retired January 1, 1927.

BOARD OF EDUCATION

MEMBERS

1926-1927

<i>Name</i>	<i>Place of Business</i>	<i>Place of Residence</i>
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Term Expires July 1, 1927

Miss J. Isabelle Sims	42 Spruce Street	42 Spruce Street
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Dr. Edgar A. Ill	1004 Broad Street	365 Parker Street
Henry Young	786 Broad Street	354 Mt. Prospect Ave.

STANDING COMMITTEES

1926-1927

*Committee on Finance and Legislation*Ill, Ball, Young, Schwartz, Mrs. Osborne, Byrne, Cavicchia,
Smith and Miss Sims.*Committee on Buildings, Grounds and Supplies*Byrne, Smith, Ball, Young, Schwartz, Cavicchia, Mrs. Osborne,
Ill and Miss Sims.*Committee on Instruction*Mrs. Osborne, Ball, Young, Cavicchia, Schwartz, Smith, Byrne,
Ill and Miss Sims.*Committee on Playgrounds and Recreation*Schwartz, Cavicchia, Smith, Mrs. Osborne, Ball, Young, Byrne,
Ill and Miss Sims.*Committee on Newark School Stadium*Schwartz, Cavicchia, Smith, Mrs. Osborne, Ball, Young, Byrne,
Ill and Miss Sims.

STATISTICAL RECORD OF THE BOARD OF EDUCATION

For the Years 1925-26 and 1926-27

NAMES OF MEMBERS WITH THE YEARS IN WHICH THEY HAVE SERVED, RESPECTIVELY.

Frederick W. Ball.....	1922-3-4-5-6-7
Thomas J. D. Smith.....	1913-14-15-16-1922-3-4-5-6-7
Peter A. Cavicchia.....	1916 (2 mos.)-17-18-19-1922-3-4-5-6-7
Joseph M. Byrne.....	1922 (6 mos.)-3-4-5-6-7
Miss J. Isabelle Sims.....	1922 (6 mos.)-3-4-5-6-7
Louis C. Schwartz.....	1924 (6 mos.)-5-6-7
Dr. Edgar A. Ill.....	1924 (6 mos.)-5-6-7
Henry Young	1925 (7 mos.)-6-7
Mrs. Lydia S. Osborne.....	1925 (6 mos.)-6-7

PRESIDENTS OF THE BOARD.

*Stephen Congar	1851-2-3-4
*Samuel H. Pennington.....	1855-6-7-8-9-60-1-2
*Thomas W. Dawson.....	1863-4-5
William K. McDonald.....	1866
*Frederick W. Ricord.....	1867-8-9
Edwin H. Dawson.....	1870
*William A. Whitehead.....	1871
*L. Spencer Goble.....	1872-3
*Samuel A. Farrand.....	1874
*Abram C. Sayre.....	1875
*Edward L. Dobbins.....	1876-7-8-9-80 (9 mos.)
*George B. Swain.....	1880 (3 mos.)-1-2-3
*Edward Goeller	1884, 1889-90-1
*Edmund L. Joy.....	1885-6-7
*James L. Hays.....	1888-1892
*Henry C. Klemm.....	1893-4 (9 mos.)
John Van Doren, Jr.....	1894 (3 mos.)-1895 (4 mos.)
*Henry J. Anderson.....	1895 (8 mos.)
*William A. Gay.....	1896-7

*Deceased.

Miles F. Quinn.....	1898 (8 mos.)-1899 (4 mos.)
*Charles E. Hill.....	1899 (8 mos.)-1900-1-2
*Charles W. Menk.....	1903-4
David A. McIntyre.....	1905-6-7
*Frederick F. Guild.....	1908-9-10-1
*James Taaffe	1912
Charles P. Taylor.....	1913-4
Frederic L. Johnson.....	1915
Edgar R. Brown.....	1916
Frank H. Sommer.....	1917-8-9-20 (10 mos.)
Edward M. Waldron.....	1920 (2 mos.)
Thomas A. Kenny.....	1921-22 (1 mo.)
Thomas J. D. Smith.....	1922 (5 mos.)
J. H. Bacheller.....	1922 (6 mos.)-23 (4 mos.)
Frederick W. Ball.....	1923 (8 mos.)-24 (6 mos.)
Peter A. Cavicchia.....	1924 (6 mos.)-25-26 (6 mos.)
Miss J. Isabelle Sims.....	1926 (6 mos.)-27 (6 mos.)
Henry Young	1927 (6 mos.)

SECRETARIES OF THE BOARD.

*John Whitehead	1851-2-3
*Frederick W. Ricord.....	1854-5-6-7-8-9-60
*George B. Sears.....	1860-1-2-3-4-5-6-7-8-9-70-1-2-3-4-5-6-7 (8 mos.)
C. Albert Stonelake.....	1877 (4 mos.)-8-9-80-1-2-3 (8 mos.)
*George W. Case.....	1883 (3½ mos.)-4-5-6-7-8-9
*P. Lyndon Bryce.....	1890-1-2-3-4
Robert D. Argue.....	1895-6-7-8-9-1900-1-2-3-4-5-6-7-8-9-10-1-2-3-4-5-6-7-8-9-20-1-2-3-4-5-6-7

SUPERINTENDENT OF SCHOOLS.

*Stephen Congar	1853-4-5-6-7-8-9
*George B. Sears.....	1859-60-1-2-3-4-5-6-7-8-9-70-1-2-3-4-5-6-7 (8 mos.)
*W. N. Barringer.....	1877 (4 mos.)-8-9-80-1-2-3-4-5-6-7-8-9-90-1-2-3-4-5-6 (10 mos.)
*C. B. Gilbert.....	1896 (2 mos.)-7-8-9-1900-1 (1 mo.)
*A. B. Poland.....	1901 (10 mos.)-2-3-4-5-6-7-8-9-10-1-2-3-4-5-6-7 (6 mos.)
*A. B. Poland, City Supt. Emeritus.....	1917 (3½ mos.)
David B. Corson.....	1918 (6 mos.)-19-20-1-2-3-4-5-6-7 (6 mos.)
John H. Logan.....	1927 (4 mos.)

BUSINESS MANAGER.

<u>Cephas I. Shirley.....</u>	1919 (6 mos.)-20-1-2-3-4-5-6-7
-------------------------------	--------------------------------

*Deceased

SUPERINTENDENT OF SUPPLIES.

Samuel Gaiser1911-2-3-4- 5-6-7-8-9-20-1-2-3-4-5-6-7

DIRECTOR OF THE BUREAU OF ATTENDANCE, CHILD WELFARE
AND SCHOOL CENSUS.

Charles A. MacCall.....1902-3-4-5-6-7-8-9-10-1-2-3-
4-5-6-7-8-9-20-1-2-3-4-5-6-7

SUPERVISOR OF MEDICAL INSPECTION.

George J. Holmes.....1909-10-1-2-3-4- 5-6-7-8-9-20-1-2-3-4-5-6-7

COUNSEL.

Charles M. Myers.....1909-10-1-2-3-4- 5-6-7-8-9-20-1-2-3-4-5-6-7

*Deceased

Former title Supervisor of Attendance until Sept. 1, 1925.

FINANCIAL REPORT

OF THE

BOARD OF EDUCATION

Newark, N. J., June 30, 1926.

The Secretary respectfully submits the following ANNUAL statement of the RECEIPTS and EXPENDITURES of the Board of Education for the year beginning July 1, 1925, and ending June 30, 1926.

STATE	RECEIPTS
Appropriations.....	\$1,604,173.36
Railroad Tax.....	333,467.87
Vocational, including Federal.....	28,615.08
Manual Training.....	5,000.00
State Institutional Fund.....	16,375.00
	\$1,987,631.31

MUNICIPAL	
Balance from June 30, 1925.....	\$243,364.35
Tax Ordinance.....	6,000,000.00
Sale of School Bonds.....	550,000.00
Sale of Vocational Schools.....	900,000.00
Interest.....	6,392.20
Interest on Bequest.....	240.00
Truancy Fines.....	390.00
Cash deposited with Custodian.....	79,096.73
	\$7,779,483.28
	\$9,767,114.59

BOARD OF EDUCATION

EXPENDITURES

	Appropriations	Expenditures	Balance
ADMINISTRATION			
Secy's Dept. and Board Officers.....	\$29,300.00	\$28,841.35	\$458.65
Legal Services.....	3,000.00	3,000.00	
Business Manager's Dept.—			
Repair Division.....	39,578.39	39,259.61	318.78
Supply Division.....	58,468.35	58,468.35	
Supt. of Schools Dept.....	85,149.19	85,048.93	100.26
Attendance Dept.....	74,015.49	74,015.49	
Other Expenses.....	25,802.97	25,802.97	
Total.....	\$315,314.39	\$314,436.70	\$877.69
INSTRUCTION			
Teachers' Salaries.....	\$6,347,253.89	\$6,342,112.64	\$5,141.25
Text Books.....	76,964.24	76,964.24	
Apparatus.....	22,244.65	22,244.65	
Instruction Supplies.....	154,192.28	154,192.28	
Other Expenses.....	83,837.32	83,357.04	480.28
Total.....	\$6,684,492.38	\$6,678,870.85	\$5,621.53
OPERATION			
Janitors' Salaries.....	\$427,324.56	\$427,324.56	
Janitors' Supplies.....	14,604.81	14,604.81	
Fuel.....	114,955.16	114,955.16	
Water.....	10,216.35	10,216.35	
Light & Power.....	59,870.65	59,870.65	
Other Expenses.....	18,321.59	18,321.59	
Total.....	\$645,293.12	\$645,293.12	
MAINTENANCE			
Repairs to Buildings.....	\$236,426.97	\$236,426.97	
Repairs and Replacements.....	45,769.92	45,769.92	
Ordinary Supplies.....	10,377.05	10,377.05	
Insurance.....	7,786.23	7,786.23	
Other Expenses.....	2,437.54	1,715.84	721.70
Total.....	\$302,797.71	\$302,076.01	\$721.70
AUXILIARY AGENCIES			
Medical Inspection Dept.....	\$123,561.91	\$121,349.39	\$2,212.52
Libraries.....	16,614.77	16,614.77	
Transportation of Pupils.....	15,116.00	14,905.30	210.70
Food for Special Schools.....	12,673.00	10,919.89	1,753.11
Child Guidance Dept.....	7,319.58	7,319.58	
Total.....	\$175,285.26	\$171,108.93	\$4,176.33
MISCELLANEOUS			
Leasing of School Buildings.....	\$2,292.26	\$2,187.50	\$104.76
Other Expenses.....	860.84	860.84	
Total.....	\$3,153.10	\$3,048.34	\$104.76
CAPITAL OUTLAY			
Alterations and Imps. to Bldgs.....	\$57,806.58	\$57,806.58	
Equipment of New Buildings.....	42,956.85	41,810.60	\$1,146.25
Equipment of Old Buildings.....	36,943.34	35,062.65	1,880.69
Equipment of Departments.....	2,244.53	2,244.53	
Land.....	210,020.78	83,457.00	126,563.78
New Buildings.....	2,163,194.73	1,159,896.36	1,003,298.37
Newark School Stadium.....	163,451.22	162,248.72	1,202.50
Playground Improvements.....	100,000.00	16,224.45	83,775.55
Total.....	\$2,776,618.03	\$1,558,750.89	\$1,217,867.14
MISCELLANEOUS CURR. EXP.			
Newark School Stadium.....	\$14,150.60	10,207.95	\$3,942.65
UNAPPORTIONED			
	10.00		10.00

FINANCIAL REPORT

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SUMMARY

	Appropriations	Expenditures	Balance
Administration.....	\$315,314.39	\$314,436.70	\$877.69
Instruction.....	6,684,492.38	6,678,870.85	5,621.53
Operation.....	645,293.12	645,293.12	-----
Maintenance.....	302,797.71	302,076.01	721.70
Auxiliary Agencies.....	175,285.26	171,108.93	4,176.33
Miscellaneous.....	3,153.10	3,048.34	104.76
Capital Outlay.....	2,776,618.03	1,558,750.89	1,217,867.14
Newark School Stadium.....	14,150.60	10,207.95	3,942.65
Unapportioned.....	10.00	-----	10.00
Total.....	\$10,917,114.59	\$9,683,792.79	\$1,233,321.80
Due on Bond Issue.....	1,150,000.00	-----	1,150,000.00
Actual.....	\$9,767,114.59	\$9,683,792.79	\$ 83,321.80

RECAPITULATION

	Appropriations	Expenditures	Balances
Current Expense Account.....	\$8,280,447.86	\$8,261,966.26	\$18,481.60
Construction Account.....	1,486,666.73	1,421,826.53	64,840.20
Total.....	\$9,767,114.59	\$9,683,792.79	\$83,321.80

BOARD OF EDUCATION

CONSTRUCTION ACCOUNT

RECEIPTS

Balance from June 30, 1925.....	\$32,084.57	
Sale of School Bonds.....	550,000.00	
Sale of Vocational Schools.....	900,000.00	
Interest.....	1,448.36	
Cash deposited with Custodian.....	3,133.80	
		<u>\$1,486,666.73</u>

EXPENDITURES

LAND

	Appropriations	Expenditures	Balances
Webster Street School.....	\$8,345.10	\$8,345.10	.....
Warren Street School.....	20,975.00	15,963.15	\$5,011.85
Franklin School.....	15,796.77	15,796.77	.....
Ann Street School.....	22,104.00	22,104.00	.....
Cleveland School.....	5,000.00	25.00	4,975.00
Fifteenth Avenue School.....	1,610.00	1,610.00	.....
Hawkins Street School.....	14,975.00	.....	14,975.00
Newton Street School.....	25,000.00	50.00	24,950.00
Monmouth Street School.....	20,000.00	8,398.40	11,601.60
South 10th Street School.....	9,475.00	25.00	9,450.00
Oliver Street School.....	15,500.00	.....	15,500.00
Peshine Avenue School.....	20,000.00	.....	20,000.00
Summer Avenue School.....	17,500.00	300.00	17,200.00
Hawthorne Avenue School			
District Site.....	5,017.00	3,064.14	1,952.86
Bond Issue Expenses.....	219.24	219.24	.....
Prince Street Playground.....	8,503.67	7,556.20	947.47
Total.....	<u>\$210,020.78</u>	<u>\$83,457.00</u>	<u>\$126,563.78</u>

BUILDINGS

	Appropriations	Expenditures	Balances
East Side High School Addition.....	\$291,474.93	\$187,458.78	\$104,016.15
West Side High School.....	791,144.28	563,939.48	227,204.80
Arlington Avenue Ungraded School.....	52,371.18	52,371.18	.....
Wilson Ave. School House Addition.....	35,454.69	16,840.96	18,613.73
Maple Avenue School.....	61,297.52	61,297.52	.....
Lincoln School House Addition.....	115,515.66	115,515.66	.....
School for Crippled Children.....	12,378.03	8,652.43	3,725.60
Charlton Street School Alts.....	2,173.16	.....	2,173.16
Central High School Alts.....	150,000.00	118,741.72	31,258.28
Maple Avenue School House Add.....	165,000.00	4,646.11	160,353.89
Webster Street School Imps.....	11,982.56	6,029.80	5,952.76
Summer Ave. School House Add.....	300,000.00	.....	300,000.00
School for Tubercular Children.....	150,000.00	.....	150,000.00
Bond Issue Expenses.....	657.72	657.72
Total.....	<u>\$2,139,449.73</u>	<u>\$1,136,151.36</u>	<u>\$1,003,298.37</u>

FINANCIAL REPORT

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FORCED DRAFT EQUIPMENT

	Appropriations	Expenditures	Balances
Various Schools.....	\$18,356.00	\$18,356.00

COAL VAULT, BOILER, ETC.

	Appropriations	Expenditures	Balances
Sussex Avenue School.....	\$5,389.00	\$5,389.00	.....

NEWARK SCHOOL STADIUM

	Appropriations	Expenditures	Balances
Newark School Stadium.....	\$163,451.22	\$162,248.72	\$1,202.50

PLAYGROUND IMPROVEMENTS

	Appropriations	Expenditures	Balances
Lafayette St. School.....	15,000.00	14,672.75	327.25
Robert Treat School.....	10,000.00	533.92	9,466.08
Alexander St. School.....	10,000.00	175.00	9,825.00
Camden St. School.....	10,000.00	692.78	9,307.22
Elliott St. School.....	7,000.00	150.00	6,850.00
Madison School.....	10,000.00	.....	10,000.00
Miller St. School.....	8,000.00	.....	8,000.00
Montgomery St. School.....	10,000.00	.....	10,000.00
So. Eighth St. School.....	10,000.00	.....	10,000.00
Washington St. School.....	10,000.00	.....	10,000.00
	\$100,000.00	\$16,224.45	\$83,775.55

SUMMARY

	Appropriations	Expenditures	Balance
Land.....	\$210,020.78	\$83,457.00	\$126,563.78
Buildings.....	2,139,449.73	1,136,151.36	1,003,298.37
Forced Draft Equipment.....	18,356.00	18,356.00	.....
Coal Vault, etc. (Sussex Ave. Sch.)..	5,389.00	5,389.00	.....
Newark School Stadium.....	163,451.22	162,248.72	1,202.50
Playground Improvements.....	100,000.00	16,224.45	83,775.55
	\$2,636,666.73	\$1,421,826.53	\$1,214,840.20
Due on Bond Issue.....	1,150,000.00	.....	1,150,000.00
Actual.....	1,486,666.72	\$1,421,826.53	64,840.20

R. D. ARGUE, *Secretary.*

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND SCHOOL FURNITURE

JUNE 30, 1926

Name of School House	Sites	Buildings	Furniture and Equipment	Total
<i>Senior High</i>				
Barringer High.....	\$82,000	\$285,000	\$33,300	\$400,300
Central C. & M. T. High.....	66,600	639,600	75,000	781,200
East Side C. & M. T. High.....	43,000	393,000	56,200	492,200
South Side High.....	52,000	365,000	45,000	462,000
West Side High.....	50,000			50,000
Totals.....	\$293,600	\$1,682,600	\$209,500	\$2,185,700
<i>Elementary</i>				
Abington Avenue.....	\$47,800	\$398,000	\$15,000	\$460,800
Alexander Street.....	10,200	451,000	25,100	486,300
Ann Street.....	42,100	333,000	16,000	391,100
Avon Avenue.....	20,000	191,000	7,500	218,500
Belmont Avenue.....	48,000	250,000	9,000	307,000
Bergen Street.....	35,000	164,000	7,500	206,500
Bruce Street.....	21,000	50,000	3,500	74,500
Burnet Street.....	25,000	275,000	12,000	312,000
Camden Street.....	20,000	66,000	3,400	89,400
Central Avenue.....	31,200	154,000	9,100	194,300
Charlton Street.....	32,000	382,000	17,000	431,000
Chestnut Street.....	22,000	79,500	3,600	105,100
Cleveland.....	22,000	255,000	15,000	292,000
Dayton Street.....	3,000	12,500	300	15,800
Eighteenth Avenue.....	26,000	493,000	22,100	541,100
Elizabeth Avenue.....	23,000	12,800	1,000	36,800
Elliott Street.....	22,900	537,000	15,000	574,900
Fifteenth Avenue.....	48,150	254,000	15,000	317,150
Fourteenth Avenue.....	30,000	118,000	4,000	152,000
Franklin.....	50,800	523,500	39,000	613,300
Garfield.....	16,500	155,000	13,500	185,000
Hawkins Street.....	20,800	431,000	24,800	476,600
Hawthorne Avenue.....	25,000	199,000	9,500	233,500
Hawthorne Avenue District.....	11,275			11,275
Lafayette Street.....	25,000	265,000	15,500	305,500
Lawrence Street.....	30,000	52,000	1,800	83,800
Lincoln.....	10,800	232,500	19,900	263,200
Madison.....	18,000	245,000	11,100	274,100
Maple Avenue.....	14,500	370,000	22,550	407,050
McKinley (Old-7th Ave.).....	19,300	105,500	5,500	130,300
McKinley (New-8th Ave.).....	35,000	123,500	6,200	164,700
Miller Street.....	27,400	205,000	10,500	242,900
Monmouth Street.....	10,000	60,000	4,000	74,000
Montgomery Street.....	27,000	145,000	7,000	179,000
Morton Street.....	50,000	300,000	9,000	359,000
Newton Street.....	40,300	295,000	18,500	353,800
Oliver Street.....	12,000	328,000	18,000	358,000
Peshine Ave.....	18,800	365,000	12,000	395,800
Ridge Street.....	15,000	115,500	5,000	135,500
Robert Treat.....	48,500	276,000	12,700	337,200
Roseville Avenue.....	13,200	30,500	1,600	45,300
South Street.....	12,000	51,000	3,000	66,000
South Eighth Street.....	24,000	144,000	5,000	173,000
South Tenth Street.....	34,750	45,000	3,600	83,350
South Seventeenth Street.....	23,200	195,000	11,000	229,200
Speedway Avenue.....	19,800	77,000	3,400	100,200
Summer Avenue.....	10,000	99,500	2,900	112,400
Summer Place.....	7,000	31,500	1,200	39,700
Sussex Avenue.....	24,000	53,000	3,000	80,000
Walnut Street.....	7,500	7,000	1,200	15,700
Warren Street.....	14,000	137,000	5,500	156,500
Washington Street.....	57,000	76,000	4,800	137,800
Waverly Avenue.....	13,500	50,000	2,800	66,300
Webster Street.....	17,000	413,000	25,800	455,800
Wilson Avenue.....	40,500	350,000	19,000	409,500
Totals.....	\$1,372,775	\$11,026,800	\$560,950	\$12,960,525

FINANCIAL REPORT

7

ESTIMATED VALUE OF SCHOOL HOUSE, SITES AND SCHOOL FURNITURE—(Continued)

Name of School House	Sites	Buildings	Furniture and Equipment	Total
<i>Special</i>				
Arlington Ave. Ungraded.....	11,800	113,300	8,500	133,600
Chestnut St. Ungraded.....	4,000	17,100	1,000	22,100
So. Tenth St., Ungraded.....	10,000	16,300	1,000	27,300
Alyea St. Binet.....	7,000	10,000	1,000	18,000
Coe's Pl., Binet.....	5,000	20,000	2,000	27,000
State St. Binet.....	15,000	19,000	1,500	35,500
Wickliffe St. Binet.....	2,000	10,000	7,000	19,000
Elizabeth Ave. Open Air.....	1,000	3,300	300	4,900
School for Crppled Children.....	24,000	223,000	10,000	257,000
Totals.....	\$79,800	\$432,000	\$32,600	\$544,400
<i>Schools of Industries</i>				
Fawcett School of Ind. Arts.....	\$36,000	\$19,000	\$1,000	\$56,000
Boys' Continuation.....	20,000	58,000	3,000	81,000
Totals.....	\$56,000	\$77,000	\$4,000	\$137,000
<i>Med. Inrp. Dept. & Clinic</i>				
Market St. (Med. Insp. Dept. & Clinic).....	\$80,000	\$18,000	\$2,000	\$100,000
Total.....	\$80,000	\$18,000	\$2,000	\$100,000
<i>Newark School Stadium</i>				
Newark School Stadium.....	\$55,000	Improv'ts \$219,500	\$1,000	\$275,500
Total.....	\$55,000	\$219,500	\$1,000	\$275,500
<i>Lafayette St. Playground</i>				
Lafayette St. Playground.....	\$65,000	Improv'ts \$23,500	\$1,500	\$90,000
Morton St. Playground.....	25,500	2,500	28,000	
Norfolk St. Playground.....	35,000	2,000	37,000	
Prince St. Playground.....	42,500	34,000	2,500	79,000
Vailsburg Playground.....	14,750			14,750
Webster St. Playground.....	45,300		1,500	46,800
Total.....	\$228,050	\$57,500	\$10,000	\$295,550
<i>Shop</i>				
Marshall St. (Shop).....	\$9,000	\$5,000	\$1,500	\$15,500
Total.....	\$9,000	\$5,000	\$1,500	\$15,500

SUMMARY

Name of School House	Sites	Buildings	Furniture and Equipment	Total
High Schools.....	\$293,600	\$1,682,600	\$209,500	\$2,185,700
Elementary Schools.....	1,372,775	11,026,800	560,950	12,960,525
Special Schools.....	79,800	432,000	32,600	544,400
Schools of Industries.....	56,000	77,000	4,000	137,000
Med. Insp. Dept. & Clinic.....	80,000	18,000	2,000	100,000
Newark School Stadium.....	55,000	219,500	1,000	275,500
All Year Playgrounds.....	228,050	57,500	10,000	295,550
Shop.....	9,000	5,000	1,500	15,500
Grand Total.....	\$2,174,225	\$13,518,400	\$821,550	\$16,514,175

TABLE

FINANCIAL STATISTICS

EXPENSES OF THE VARIOUS SCHOOLS FOR THE YEAR ENDING JUNE 30, 1926, SHOWING ORDINARY, EXTRAORDINARY AND TOTAL CURRENT EXPENSES

SCHOOLS	ORDINARY EXPENSES																							EXTRAORDINARY EXPENSES			
	SALARIES			INSTRUCTION AND EDUCATIONAL SUPPLIES					MISCELLANEOUS SUPPLIES															Totals		Totals	
	Principal and Teachers	Janitors	Test Books	Apparatus	Education Supplies	Printing	Ordinary Supplies	Janitor Supplies	Post	Light and Power	Water	Rents and Insurance	Repairs to Buildings	Repairs and Replacements	Food	Transportation	Libraries	Medical Supplies	Operation of Equipment	Maintenance of Equipment	Miscellaneous Other Expenses	Totals	Abandonment and Insurance	Furniture and Equipment	Totals	Grand Totals	
DAY																											
Senior High—Standard																											
Carlisle	\$100,091.68	\$12,438.86	\$3,760.40	\$1,115.00	\$4,011.10	\$871.10	\$41.70	\$294.94	\$2,458.52	\$3,486.47	\$22.62	—	18,032.88	\$31.12	—	—	655.11	44.17	663.88	37.18	45.00	\$10,096.47	\$2,871.00	\$1,801.47	\$7,471.47	\$17,148.94	
Senior High—All Year																											
Central C. & M. T.	\$92,692.75	\$2,881.08	\$3,661.01	\$2,990.51	\$7,426.72	\$1,665.82	\$730.94	\$87.51	\$7,070.94	\$300.11	\$381.79	\$1.20	\$4,472.73	\$1,513.48	—	—	657.91	46.26	562.72	34.00	4.00	\$40,782.73	\$700.00	\$1,690.74	\$1,690.74	\$42,473.47	
Junior High—Standard																											
Madison	\$66,146.63	\$2,881.08	\$3,661.01	\$2,990.51	\$7,426.72	\$1,665.82	\$730.94	\$87.51	\$7,070.94	\$300.11	\$381.79	\$1.20	\$4,472.73	\$1,513.48	—	—	657.91	46.26	562.72	34.00	4.00	\$40,782.73	\$700.00	\$1,690.74	\$1,690.74	\$42,473.47	
Junior High—All Year																											
Westland	\$3,013.81	\$2,603.32	\$1,790.35	\$2,916.10	\$1,538.55	\$180.17	\$20.44	—	\$1,027.24	\$541.13	\$95.69	—	\$104.57	\$1.04	—	—	—	—	—	—	—	—	\$9,810.56	\$28.52	\$250.00	\$78.52	\$10,069.08
Elementary—Standard																											
Albion Street	75,094.55	5,559.60	974.31	78.11	1,387.2	130.27	193.70	284.23	1,007.37	676.08	74.80	—	1,733.72	345.16	—	—	—	125.37	239.17	36.30	—	—	88,189.50	1,785.08	\$28.27	2,613.25	\$91,602.84
Albion Street	95,199.39	7,451.12	2,307.82	79.11	1,387.2	130.27	193.70	284.23	1,007.37	676.08	74.80	—	1,733.72	345.16	—	—	—	125.37	239.17	36.30	—	—	102,686.38	2,370.26	—	2,613.25	\$105,056.64
Albion Street	100,267.19	7,451.12	2,307.82	79.11	1,387.2	130.27	193.70	284.23	1,007.37	676.08	74.80	—	1,733.72	345.16	—	—	—	125.37	239.17	36.30	—	—	107,754.19	2,370.26	—	2,613.25	\$110,124.45
Albion Street	112,674.22	7,451.12	2,307.82	79.11	1,387.2	130.27	193.70	284.23	1,007.37	676.08	74.80	—	1,733.72	345.16	—	—	—	125.37	239.17	36.30	—	—	119,925.44	2,370.26	—	2,613.25	\$122,538.70
Albion Street	125,082.45	7,451.12	2,307.82	79.11	1,387.2	130.27	193.70	284.23	1,007.37	676.08	74.80	—	1,733.72	345.16	—	—	—	125.37	239.17	36.30	—	—	132,296.69	2,370.26	—	2,613.25	\$134,910.95
Albion Street	137,490.68	7,451.12	2,307.82	79.11	1,387.2	130.27	193.70	284.23	1,007.37	676.08	74.80	—	1,733.72	345.16	—	—	—	125.37	239.17	36.30	—	—	144,704.91	2,370.26	—	2,613.25	\$147,278.17
Albion Street	149,898.91	7,451.12	2,307.82	79.11	1,387.2	130.27	193.70	284.23	1,007.37	676.08	74.80	—	1,733.72	345.16	—	—	—	125.37	239.17	36.30	—	—	157,119.17	2,370.26	—	2,613.25	\$159,646.42
Albion Street	161,307.20	7,451.12	2,307.82	79.11	1,387.2	130.27	193.70	284.23	1,007.37	676.08	74.80	—	1,733.72	345.16	—	—	—	125.37	239.17	36.30	—	—	169,523.43	2,370.26	—	2,613.25	\$171,893.68
Albion Street	173,715.43	7,451.12	2,307.82	79.11	1,387.2	130.27	193.70	284.23	1,007.37	676.08	74.80	—	1,733.72	345.16	—	—	—	125.37	239.17	36.30	—	—	181,931.64	2,370.26	—	2,613.25	\$184,244.90
Albion Street	186,139.66	7,451.12	2,307.82	79.11	1,387.2	130.27	193.70	284.23	1,007.37	676.08	74.80	—	1,733.72	345.16	—	—	—	125.37	239.17	36.30	—	—	194,339.85	2,370.26	—	2,613.25	\$196,710.11
Albion Street	198,554.08	7,451.12	2,307.82	79.11	1,387.2	130.27	193.70	284.23	1,007.37	676.08	74.80	—	1,733.72	345.16	—	—	—	125.37	239.17	36.30	—	—	206,744.06	2,370.26	—	2,613.25	\$209,117.32
Albion Street	202,968.49	7,451.12	2,307.82	79.11	1,387.2	130.27	193.70	284.23	1,007.37	676.08	74.80	—	1,733.72	345.16	—	—	—	125.37	239.17	36.30	—	—	219,158.27	2,370.26	—	2,613.25	\$221,525.53
Albion Street	207,382.90	7,451.12	2,307.82	79.11	1,387.2	130.27	193.70	284.23	1,007.37	676.08	74.80	—	1,733.72	345.16	—	—	—	125.37	239.17	36.30	—	—	231,563.28	2,370.26	—	2,613.25	\$233,931.54
Albion Street	211,797.31	7,451.12	2,307.82	79.11	1,387.2	130.27	193.70	284.23	1,007.37	676.08	74.80	—	1,733.72	345.16	—	—	—	125.37	239.17	36.30	—	—	244,000.03	2,370.26	—	2,613.25	\$246,336.29
Albion Street	216,211.72	7,451.12	2,307.82	79.11	1,387.2	130.27	193.70	284.23	1,007.37	676.08	74.80	—	1,733.72	345.16	—	—	—	125.37	239.17	36.30	—	—	256,407.74	2,370.26	—	2,613.25	\$258,741.00
Albion Street	220,626.13	7,451.12	2,307.82	79.11	1,387.2	130.27	193.70	284.23	1,007.37	676.08	74.80	—	1,733.72	345.16	—	—	—	125.37	239.17	36.30	—	—	268,815.25	2,370.26	—	2,613.25	\$271,146.51
Albion Street	225,040.54	7,451.12	2,307.82	79.11	1,387.2	130.27	193.70	284.23	1,007.37	676.08	74.80	—	1,733.72	345.16	—	—	—	125.37	239.17	36.30	—	—	281,222.46	2,370.26	—	2,613.25	\$283,551.72
Albion Street	229,454.95	7,451.12	2,307.82	79.11	1,387.2	130.27	193.70	284.23	1,007.37	676.08	74.80	—	1,733.72	345.16	—	—	—	125.37	239.17	36.30	—	—	293,628.67	2,370.26	—	2,613.25	\$295,956.93
Albion Street	233,869.36	7,451.12	2,307.82	79.11	1,387.2	130.27	193.70	284.23	1,007.37	676.08	74.80	—	1,733.72	345.16	—	—	—	125.37	239.17	36.30	—	—	306,036.88	2,370.26	—	2,613.25	\$308,362.14
Albion Street	238,283.77	7,451.12	2,307.82	79.11	1,387.2	130.27	193.70	284.23	1,007.37	676.08	74.80	—	1,733.72	345.16	—	—	—	125.37	239.17	36.30	—	—	318,440.89	2,370.26	—	2,613.25	\$320,767.35
Albion Street	242,698.18	7,451.12	2,307.82	79.11	1,387.2	130.27	193.70	284.23	1,007.37	676.08	74.80	—	1,733.72	345.16	—	—	—	125.37	239.17	36.30	—	—	330,849.00	2,370.26	—	2,613.25	\$333,172.56
Albion Street	247,112.59	7,451.12	2,307.82	79.11	1,387.2	130.27	193.70	284.23	1,007.37	676.08	74.80	—	1,733.72	345.16	—	—	—	125.37	239.17	36.30	—	—	343,257.11	2,370.26	—	2,613.25	\$345,577.77
Albion Street	251,526.99	7,451.12	2,307.82	79.11	1,387.2	130.27	193.70	284.23	1,007.37	676.08	74.80	—	1,733.72	345.16	—	—	—	125.37	239.17	36.30	—	—	355,665.12	2,370.26	—	2,613.25	\$357,982.98

TABLE SHOWING ANNUAL COST PER PUPIL FOR SALARIES, SUPPLIES, REPAIRS, ETC., BASED ON AVERAGE ENROLLMENT AND ORDINARY EXPENSES AS SHOWN IN TABLE OF EXPENSES 1925-1926

DAY	Average Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books and Educational Supplies	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs to Buildings	Rents and Insurance	Replacements and	Food	Transportation	Libraries	Medical Supplies	Operation—Other Expenses	Maintenance—Other Expenses	Total
<i>Senior High—Standard</i>																			
Barringer.....	1,794	\$145.71	\$6.93	\$4.47	\$5.49	\$40	\$1.39	\$1.97	\$14	10.05	.02	.89		\$2	\$37	.03	\$37	\$.05	\$173.67
East Side C. & M. T.....	1,236	190.18	14.82	.43	0.51	.50	1.12	.32	.17	1.91	.02	.39			.64	.03	.56	.06	221.22
South Side.....	1,797	150.16	10.16	.32	4.53	.42	2.24	.08	.11	4.92	.39	.79			.15	.01	.27	.06	174.59
<i>Senior High—All Year</i>																			
Central C. & M. T.....	2,203	178.16	11.75	.67	6.48	.72	3.21	14	.17	2.03	.01	.69			.30	.02	.26	.01	204.62
<i>Junior High Standard</i>																			
Madison.....	798	82.92	3.87	.15	4.40	.06	.85	.55	.05	.41	.06	.02				.04			93.37
Robert Treat.....	694	94.41	3.88	.18	3.63	.07	1.02	.62	.18			.03							104.02
<i>Jr. High—All Year</i>																			
Cleveland.....	854	97.21	3.05	.21	3.74	.02	1.20	.66	.11	.12						.02			106.34
<i>Elementary—Standard</i>																			
Alexander Street.....	1,194	62.89	4.66	.10	2.05	.40	1.60	.57	.06	1.45		.29				.11	.19	.03	74.39
Avon Avenue.....	1,430	66.71	5.19	.07	3.05	.17	1.65	.33	.08	1.57		.18				.05	.15	.01	70.21
Bergen Street.....	1,690	59.33	4.35	.10	2.28	.29	.77	.55	.08	3.73		.45				.08	.16		72.15
Bruce Street.....	380	60.46	3.60	.04	1.65	.33	.97	.86	.04	3.25		.25				.05	.61		72.12
Camden Street.....	1,125	57.52	4.14	.05	1.92	.16	1.29	.32	.08	4.48		.27				.08	.19		70.49
Charlton Street.....	1,363	69.44	5.42	.11	1.97	.41	2.28	.72	.09	2.28	.62	1.47				.06	.22	.04	85.15
Chestnut Street.....	608	73.45	5.85	.08	1.75	.23	1.32	.32	.13	1.46		.06				.06	.45	.12	85.27
Dayton Street.....	72	19	15.89	.09	2.19	.62	3.69	.67	.16	8.33		.16				.18	.26	.05	106.77
Elizabeth Avenue.....	1,283	59.27	4.75	.07	1.92	.36	1.83	.70	.06	2.31	.22	.09				.06	.21	.05	71.89
Elliot Street.....	260	60.18	6.94	.08	1.42	.53	.90	.54	.07	2.27		.26				.10	.73		78.98
Elliot Street.....	1,024	71.78	3.06	.05	2.14	.49	2.48	1.48	.09	2.94		.14				.05	.41		88.13
Fourth Avenue.....	1,750	60.70	3.94	.07	1.99	.16	1.25	.34	.03	2.90		.15				.04	.13		71.67
Fourteenth Avenue.....	1,192	62.74	3.93	.07	2.06	.39	1.46	.29	.03	3.30	.02	.57				.03	.18	.01	73.02
Garfield.....	1,148	63.89	4.44	.07	2.44	.36	1.07	.88	.15	4.25		.35				.03	.14	.06	78.14
Lawrence Street.....	66	63.55	10.32	.04	1.62	.13	1.47	2.53	.31	29.41						2.35			111.33
Lincoln.....	757	63.30	4.87	.15	3.63	.30	.98	.45	.09	6.95	.72	.68				.06	.27	.02	82.26
Maple Avenue.....	902	49.48	5.13	.11	7.19	.92	1.14	.41	.04	1.03	.78	.02				.09	.24	.01	66.59

	Average Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books and Educational Supplies	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs to Buildings	Rents and Insurance	Repairs and Replacements	Transportation	Libraries	Medical Supplies	(Operation—Other Expenses	Maintenance—Other Expenses	Total
<i>Elementary—Platoon</i>																		
Meenouth Street.....	797	70.54	5.02	10	1.86	.41	.95	.72	.14	9.43		.26			.05	.36	.09	89.88
Meatmarket Street.....	740	73.07	5.11	.09	2.30	.32	1.35	1.31	.15	2.57	.29	.76			.05	.28	.06	87.70
Marion Street.....	1,457	70.44	4.84	.07	2.56	.19	2.11	.46	.31	2.18		.29			.06	.18	.03	71.53
Oliver Street.....	1,651	61.19	4.03	.07	1.77	.26	1.23	.78	.07	1.58	.18	.19			.02	.13	.07	85.55
Ridge Street.....	669	71.55	5.11	.11	2.09	.39	2.21	.89	.16	1.78	.40	.63			.05	.30	.02	84.65
Roseville Avenue.....	389	74.42	4.98	.04	1.35	.23	1.05	1.13	.15	1.18		.26			.02	.22	.02	84.17
South Street.....	905	52.59	3.37	.04	1.68	.15	.73	.33	.10	5.65		.26			.01	.14	.04	94.06
So. Eighth Street.....	1,181	76.59	5.44	.07	2.02	.26	1.23	.49	.19	6.69		.75			.06	.32	.14	99.65
So. Tenth St.....	941	59.45	3.95	.08	1.93	.26	1.09	.40	.05	1.72		.22			.04	.32	.14	87.07
Speedway Avenue.....	310	66.16	6.05	.07	1.86	.31	2.13	.47	.13	.42		.26			.13	.68	.03	78.97
Summer Avenue.....	906	62.10	3.93	.08	2.31	.15	1.14	.61	.20	2.31		.28			.04	.34	.03	73.37
Summer Place.....	347	64.77	5.47	.10	1.36	.37	1.76	.53	.08	1.81		.40			.01	.56	.04	77.17
Stevens Avenue.....	973	53.55	3.34	.07	2.01	.26	.87	.69	.07	.93		.21			.03	.21	.01	70.91
Walnut Street.....	309	59.82	6.53	.04	1.54	.17	1.16	.20	.06	.57	.06	.01			.08	.62	.03	70.45
Washington Street.....	589	73.52	5.95	.16	2.46	.41	1.52	.62	.08	5.30		.99			.04	.40	.01	91.45
Waverly Avenue.....	745	55.91	4.30	.08	1.81	.39	1.37	.44	.17	3.23		.22			.11	.27		68.51
<i>Elementary—Platoon</i>																		
Ann Street.....	2,005	68.23	3.38	.09	2.43	.23	1.14	1.02	.08	1.56	.01	.14			.04	.15	.01	79.01
Barnet Street.....	1,443	72.29	4.84	.09	2.58	.28	1.12	.90	.16	3.51		.25			.09	.18		86.29
Central Avenue.....	1,173	77.79	5.69	.09	2.63	.27	1.35	1.00	.10	.92	.26	.55			.09	.22	.07	92.02
Franklin.....	1,870	70.60	3.70	.07	2.15	.18	.95	.77	.05	.97		.24			.05	.18	.01	79.93
Hawkins Street.....	1,258	63.61	4.73	.09	2.37	.31	1.24	1.56	.14	.53		.16			.09	.34		75.16
Hawthorne Avenue.....	2,260	58.83	3.15	.10	2.42	.10	1.01	.46	.08	2.47		.30			.02	.11	.01	69.06
Madison.....	1,135	71.68	4.64	.10	2.43	.22	.96	.62	.06	2.84	.33	.75			.01	.20	.05	90.88
Miller Street.....	1,581	72.52	4.18	.11	2.66	.22	1.07	.93	.12	1.41	.13	.45			.05	.17	.01	84.02
Peshine Avenue.....	1,474	63.73	4.21	.08	1.52	.22	.90	1.06	.20	1.39		.29			.06	.11	.01	73.67
R. J. Reed.....	1,669	68.73	3.71	.10	2.48	.34	.93	.56	.10	1.60		.43			.06	.14		79.24
So. Twentieth Street.....	1,614	69.19	3.55	.07	2.22	.18	.86	.40	.06	.70		.34			.04	.15	.01	77.62
Warren St.....	1,132	62.67	4.48	.06	1.66	.26	1.50	1.10	.10	3.87		.65			.03	.20	.02	75.94
<i>Elementary—All Year</i>																		
Belmont Avenue.....	1,574	77.07	4.93	.12	1.95	.23	1.59	.57	.18	.97		.56			.05	.23	.01	88.45
Newton Street.....	1,620	76.74	4.50	.08	2.25	.26	1.01	.74	.09	1.68	.42	.24			.05	.15	.02	88.23
Wellster Street.....	1,382	77.12	5.83	.09	2.66	.36	1.98	1.07	.20	2.42	.23	.11			.07	.18	.01	93.29

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Elementary—All Year Platoon														
1,740	76.38	4.19	.11	2.59	.35	.92	.69	1.58	.22	.25	.05	.18	.01	87.57
Abington Avenue														
816	121.98	5.44	.12	2.58	.41	1.68	.92	1.66	.22	.65	.09	.29	.03	136.99
Cleveland														
1,876	83.43	4.07	.13	3.04	.30	1.24	1.06	1.11	.21	.38	.04	.12	.03	96.17
Lafayette Street														
2,137	84.78	5.44	.08	2.61	.34	1.29	1.45	1.19	1.20	.22	.04	.35	.02	98.02
McKinley														
1,759	84.38	4.25	.09	2.59	.23	1.16	.55	1.14	.29	.58	.04	.13		101.85
Wilson Avenue														
Specials—Standard														
37	164.53	74.50	.20	30.85	10.55	24.44	2.37	58.14	.93	7.95	.58	7.32		340.42
Abington Avenue Ungraded														
42	193.05	44.76	.17	13.20	1.69	10.35	1.84	58.30	.38	.10	.28	13.12	.26	314.70
Chestnut Street Ungraded														
40	171.53	44.65	.41	10.98	1.85	7.33	1.04	80.48	.36	.11	.15	9.94	.20	4.64
So. Tenth Street Ungraded														
82	165.30	19.89	.19	5.68	1.64	4.02	2.99	35.5	.99	.74	.53	14.15	.16	4.63
Alsea Street Binet														
122	178.32	17.58	.13	8.26	2.35	7.73	2.52	35	3.99		.07	1.69	.04	2.48
Coe's Place Binet														
126	165.00	14.64	.18	9.39	1.68	2.58	3.32	45	8.68		.39	7.61	.07	1.69
State Street Binet														
Abington Avenue Binet														
36	141.99	4.26	.06	9.67	.81	1.93	1.46	12	.21		.62	3.06	.03	164.22
Eighteenth Avenue Binet														
91	167.22	8.62	.08	7.86	.95	5.16	1.77	16			.63	6.47	.02	202.32
Fifteenth Avenue Binet														
35	160.26	8.74		6.67	.85	2.67	7.73	.06			.11	5.0	.26	191.74
McKinley Binet														
17	146.90	11.04	.12	9.67	.85	2.49	2.81	.56	.42			6.98		191.74
South Street Binet														
20	140.13	6.92		16.08	.50	1.43	.66	.21				6.92		181.31
So. Seventeenth Street Binet														
35	162.23	7.43		8.21	.54	1.76	.81	.12				11.26	.32	172.85
Wickliffe Street Binet														
82	398.16	9.86	.08	5.67	.61	5.39	4.77	.24	.10		.67	7.66	.90	195.66
School for Deaf														
Robert Treat Blind														
7	404.97	16.05	.29	9.67	.61	5.39	4.77	.24	.10		1.06	7.66	.90	197.87
Washington Street Blind														
14	394.43	12.51	.34	17.91	.28	4.38	2.66	.76					.15	453.53
18th Avenue Sight Con.														
14	181.19	14.01		30.20	.41	6.41	2.60	.33						446.77
Webster Street Sight Con.														
14	198.18	14.60		1.83		4.96	2.69	.50				17.47		465.38
Barringer Speech Cor.														
South Side Speech Cor.												3.02	.04	225.83
Ann Street Speech Cor.														
Belmont Avenue Speech Cor.														
Elliot Street Speech Cor.														
15th Avenue Speech Cor.														
Franklin Speech Cor.														
Garfield Speech Cor.														
Madison Speech Cor.														
Miller St. Speech Cor.														
Robert Treat Speech Cor.														
So. 8th Street Speech Cor.														
Specials—All Year														
28	93.01			3.25										96.25
Crippled Annex														
44	128.50	58.45	.17	1.36	3.33	3.95	3.01	.45	5.51		.90	3.52	.80	281.38
Elizabeth Avenue O. A.														
140	203.45	37.69	.35	11.11	3.52	10.85	3.57	.33	5.62	.85	2.90	8.07	.10	371.53
School Crippled Children														
Webster Street Speech Cor.														
Wilson Avenue Speech Cor.														
25	127.05		.02	3.77										130.84
City Hospital Class														

FINANCIAL REPORT

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EVENING													
Senior High													
Barringer.....	491	73.77	1.53	.56	8.97			1.02	1.44	.10			87.39
Central C. & M. T.....	912	26.12	.64	.02	2.14			1.29	.05	.07			30.35
East Side C. & M. T.....	504	29.79	.71	.11	3.62			3.03	.24	.12			37.63
Bergen Street.....	359	28.64	.91	.07	1.63			.98	.68	.10			33.03
Franklin.....													
Morton Street.....	348	27.57	.74	.14	1.84			1.68	.74	.29			32.99
Robert Treat.....													
Elementary													
Abington Avenue.....	147	20.18	1.10	.08	.33			1.51	1.14	.10			24.44
Bergen Street.....	187	16.44	.35	.04	.28			.63	.45	.06			18.25
Central Avenue.....	209	16.71	.84	.25	.08			1.19	.90	.09			20.11
Cleveland.....	369	14.80	1.05	.08	.48			1.07	.58	.10			18.16
East Side.....	275	14.34	2.41	.02				4.18	.32	.17			23.75
Franklin.....	245	18.34	.62	.15	.20			.01	1.04	.84			17.25
Lafayette Street.....	245	18.51	.73	.07	.18			1.26	1.09	.12			21.96
Morton Street.....	289	10.36	2.60	.11	.20			.02	1.70	.37			15.61
Robert Treat.....	147	17.95	.78	.04	.11			1.59	.70	.28			21.22
Hawthorne Avenue.....	216	16.93	.78	.04	.11			1.68	.78	.14			20.46
Morton St. Americanization.....	232	23.41	1.27										24.68
Vocational													
Fawcett.....	1,345	32.26	1.58	.43	1.36	.20	.46	1.02	1.35	.62	.17	.02	41.90
Special													
School for Deaf.....	17	47.29							.08	.50		.01	47.29
Special Activities													
Summer Playgrounds.....	6,349	1.98	.14		.61	.04							3.40
Americanization Class.....	38	26.74	5.94										32.68
SUMMARY													
DAY													
Senior High—Standard.....	4,827	158.22	10.15	.40	5.38	.45	2.39	.83	.14	6.06	.15	.63	185.60
Senior High—All Year.....	2,203	178.16	11.75	.67	6.48	.72	3.21	.14	.17	2.03	.01	.69	204.62
Junior High—Standard.....	1,492	88.26	3.88	.16	4.04	.07	.93	.58	.11	.22	.03	.02	98.59

SCHOOLS	Average Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books and Educational Supplies	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs to Buildings	Rents and Insurance	Repairs and Replacements	Food	Transportation	Libraries	Medical Supplies	Operation—Other Expenses	Maintenance—Other Expenses	Total
Juniata High—All Year	854	97.21	3.04	.21	3.74	.02	1.20	.66	.11	.12	.11	.37				.02	.26	.03	106.34
Elementary—Standard	29,466	63.62	4.88	.08	2.27	.31	1.39	.58	.11	3.09	.11	.37				.05	.05		77.17
Elementary—Platoon	18,715	67.99	4.07	.09	2.30	.22	1.05	.83	.11	1.81	.05	.35	.01			.05	.17	.02	79.11
Elementary—All Year	4,526	76.73	4.92	.09	2.26	.28	1.49	.77	.15	1.65	.22	.31				.06	.19	.01	89.22
Elementary—All Yr. Platoon	8,328	86.28	4.62	.10	2.22	.32	1.21	.96	.13	2.81	.11	.38	.02			.05	.21	.02	99.89
Special—Standard	1,359	148.50	15.08	.12	7.00	1.22	4.06	2.06	.33	5.42	.29	.70	5.55	2.01		.06	.91	.06	193.40
Special—All Year	237	176.94	34.58	.24	7.60	2.70	7.59	2.90	.33	4.35	.50	1.96	14.64	51.65		.31	1.11	.21	307.60
Continuation	460	133.05	15.81	.13	9.80	1.50	3.72	4.85	.29	12.41	.06	.50				.08	.74	.12	183.01
SUMMER																			
Senior High	2,004	12.03	.08	.06	.27	.03			.02	.01									12.49
Juniata High	222	7.03	.18	.05															7.25
Elementary	124.58	4.53	.18	.01	.18				.03										4.93
EVENING																			
Senior High	2,614	29.96	.68	.16	3.60		1.13	.44	.09										36.05
Elementary	2,320	26.00	1.45	.08	.19	.01	1.32	.82	.12										30.00
Vocational	1,345	29.05	1.48	.43	1.36	.18	1.22	.91	.08	2.44	1.35	.62					.17	.02	39.29
Special	17	47.29																	47.29
MISCELLANEOUS																			
Special Activities	6,387	2.13	.17		.61	.04			.04	.08		.50						.01	3.58

FINANCIAL STATISTICS

EXPENSES FOR EDUCATIONAL SUPPLIES SHOWING TOTAL COST & AVERAGE RATE PER PUPIL BASED ON AVERAGE ENROLLMENT FOR THE YEAR OF 1925-1926.

SCHOOLS	Average Enrollment 1925-1926	Text Books and Apparatus		Stationery		Paper		Laboratory Supplies		Miscellaneous		Domestic Science		Domestic Art		Miscellaneous		World Working		Printing		Printing Supplies		Science Supplies		Machine Shop Supplies		Metal Working		Electric Shop Supplies		TOTALS		
		Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate			
DAY																																		
Senior High—Standard																																		
Barringer	1,294	\$4,903.49	\$2.73	\$54.79	.03	\$1,392.60	.78	\$526.36	.29	\$1,071.55	.60	\$139.65	.08	\$17.49	.01	\$812.71	.45	\$897.31	.50	\$28.10	.46											\$10,644.05	\$5.93	
East Side C. & M. T.	1,236	3,669.60	2.97	232.66	.19	937.52	.76	240.41	.19	1,143.33	.93	242.86	.20	25.98	.02	681.33	.55	351.01	.28	536.10	.43							518.78	.42			8,578.96	6.94	
South Side	1,797	4,581.01	2.55	67.89	.04	319.05	.18	333.95	.19	1,398.96	.78	152.10	.08	30.65	.02	310.10	.17	938.44	.52	582.75	.32											8,714.90	4.85	
Senior High—All Year																																		
Central C. & M. T.	2,203	6,859.42	3.11	433.48	.20	1,146.69	.52	352.69	.16	2,644.15	1.20	189.66	.09	111.63	.05	688.58	.31	956.70	.43	1,468.62	.67							902.68	.41			15,754.30	7.15	
Junior High—Standard																																		
Madison	798	2,131.37	2.67	139.28	.17	301.40	.38			554.46	.69	229.95	.29			152.69	.19			117.25	.15										3,626.40	4.54		
Robert Treat	694	959.32	1.38	194.90	.28	547.56	.79			427.13	.62	108.30	.16			246.54	.36	18.52	.03	126.28	.18	17.12	.02									2,645.67	3.81	
Junior High—All Year																																		
Cleveland	854	1,819.51	2.13	74.42	.09	415.92	.49			364.16	.43	185.91	.22	4.14		73.76	.09	245.13	.29	180.17	.21	7.09	.01									3,170.21	3.95	
Elementary—Standard																																		
Alexander Street	1,194	1,047.42	.88	167.70	.14	371.82	.31	31.10	.03	325.19	.27	89.62	.08	16.69	.01	143.48	.12	250.26	.21	116.27	.10											2,598.95	2.14	
Aven Avenue	1,430	2,476.93	1.73	250.11	.17	478.23	.32	135.15	.09	277.04	.20	93.69	.07	85.89	.06	99.27	.07	475.70	.33	121.19	.07											4,453.22	3.11	
Berge Street	1,090	2,013.21	1.19	234.81	.14	306.30	.18	38.70	.05	317.80	.19	314.96	.19			211.43	.13	361.35	.21	163.49	.10											4,012.05	2.67	
Brace Street	580	245.02	.44	48.41	.03	59.02	.16	57.37	.15	82.15	.22	16.25	.04			20.18	.05	99.10	.26	15.61	.04												2,205.69	1.69
Camden Street	1,125	843.11	.75	123.74	.11	160.63	.15	133.64	.12	358.88	.32					121.59	.11	373.72	.33	50.73	.05												2,705.60	2.28
Charlton Street	1,363	1,312.58	.96	133.38	.10	282.81	.21	220.11	.16	286.64	.21	67.05	.05	56.88	.04	44.56	.03	283.39	.22	156.37	.11												2,843.77	2.17
Chastnut Street	638	459.48	.85	109.49	.17	113.39	.18	52.71	.08	96.62	.15			72.72	.12	41.83	.07	153.46	.18	51.64	.08												1,711.06	1.69
Cornell Street	63	55.84	.85	6.86	.11	1.86	.12			22.08	.35					21.10	.33	26.47	.42	5.83	.09												144.04	2.29
Dayton Street	1,283	1,055.67	.82	141.25	.11	301.40	.24	43.25	.03	241.46	.19	29.75	.02	52.36	.04	202.79	.16	387.26	.30	86.97	.07												2,548.72	1.46
Eighteenth Avenue	1,024	774.90	.76	131.81	.13	281.66	.28	30.56	.11	303.68	.30	43.33	.04	70.81	.07	157.86	.15	339.42	.33	81.12	.08												2,769.77	2.74
Elm Street	1,750	1,390.53	.79	229.42	.13	460.53	.26	115.20	.07	409.25	.23	61.67	.04	104.94	.06	94.83	.05	605.99	.35	121.19	.07												3,561.04	2.11
Fifteenth Avenue	1,192	894.34	.75	137.90	.12	381.47	.22	78.67	.06	244.23	.21	71.09	.06	73.12	.06	67.42	.06	517.23	.43	77.91	.07												2,536.04	2.13
Gardner	1,448	1,578.30	1.09	178.58	.12	323.95	.22	245.57	.22	645.57	.45	78.59	.05	99.35	.07	82.90	.06	299.85	.21	96.35	.07												3,626.40	2.44
Lawrence Street	757	1,697.65	2.24	198.78	.12	199.78	.26	23.40	.35	131.37	.20					86.41	.11	403.68	.35	111.09	.15												2,881.97	3.77
Maple Avenue	902	4,027.79	4.47	131.77	.15	266.68	.30	655.19	.73	573.26	.64			77.58	.09	351.45	.39	399.49	.44	101.65	.08												4,931.44	5.46
Monmouth Street	797	610.74	.72	179.52	.15	170.12	.11	71.12	.09	238.59	.30			47.31	.06	84.91	.11	143.88	.18	79.63	.10												1,606.44	2.06
Monmouth Street	740	541.70	.73	123.33	.17	182.44	.25	60.01	.07	238.44	.35	58.59	.08	46.74	.06	143.86	.19	287.37	.39	66.45	.09												1,606.44	2.06
Morton Street	1,457	1,466.25	1.01	285.08	.20	423.94	.26	37.07	.04	338.02	.20	61.70	.04	14.86	.01	198.06	.14	405.72	.28	102.45	.07												2,729.69	2.09
Ridge Street	1,651	1,228.24	.74	224.38	.14	510.16	.31	157.38	.11	581.45	.40	56.10	.03	33.08	.02	104.17	.06	356.24	.22	123.72	.07												2,606.02	1.94
Roseville Avenue	669	552.01	.83	49.49	.07	206.24	.31	31.42	.03	193.11	.29	44.75	.07	35.50	.05	58.98	.09	253.83	.23	72.22	.11												1,606.02	1.94
South Street	985	1,043.55	.82	164.25	.16	36.92	.08	101.20	.08	161.20	.10			12.39	.03	12.12	.03	90.33	.23	23.77	.06												1,606.02	1.94
South Street	1,015	562.54	.62	114.14	.13	158.14	.17	77.92	.09	238.03	.26	43.34	.05	40.41	.04	8.35	.01	279.20	.31	39.64	.05												1,606.02	1.94
South Street	1,181	1,024.19	.87	113.64	.10	243.44	.27	88.11	.07	312.32	.26	94.37	.08	41.71	.04	58.84	.06	123.48	.13	27.20	.29												2,606.02	1.94
South Street	941	1,024.19	.87	113.64	.10	243.44	.27	88.11	.07	312.32	.26	94.37	.08	41.71	.04	58.84	.06	123.48	.13	27.20	.29												2,606.02	1.94
Spedway Avenue	510	221.33	.71	46.47	.15	44.37	.14	29.37	.09	112.61	.36			64.17	.07	100.27	.11	21.17	.07	101.20	.35												2,606.02	1.94
Sumner Avenue	906	972.88	.85	109.49	.17	113.39	.18	52.71	.08	96.62	.15					72.72	.12	41.83	.07	153.46	.18												2,606.02	1.94
Summer Place	342	204.61	.60	22.64	.07	59.77	.17	28.75	.08	60.06	.18					34.14	.10	32.68	.10	33.43	.10												2,606.02	1.94
Sussex Avenue	974	959.00	.98	133.52	.14	278.41	.29	32.86	.03	262.90	.27			72.33	.07	57.52	.06	164.64	.14	64.97	.07												2,606.02	1.94
Walnut Street	309	182.92	.59	36.97	.12	46.71	.19	43.08	.17	37.74	.11					43.09	.14	108.40	.35	13.46	.04												2,606.02	1.94
Washington Street	589	612.10	1.04	81.93	.14	167.49	.28	53.64	.09	180.06	.31	44.85	.08	48.31	.08	48.31	.08	175.63	.30	93.49	.16											</		

FINANCIAL REPORT
OF THE
BOARD OF EDUCATION

Newark, N. J., June 30, 1927.

The Secretary respectfully submits the following ANNUAL statement of the RECEIPTS and EXPENDITURES of the Board of Education for the year ending June 30, 1927.

RECEIPTS

STATE

Appropriations.....	\$1,658,792.92
Railroad Tax.....	288,374.96
Vocational, including Federal.....	7,105.52
Manual Training.....	5,000.00
State Institutional Fund.....	29,880.00
Industrial Education.....	30,000.00
	<hr/> \$2,019,153.40

MUNICIPAL

Balance from June 30, 1926.....	\$ 83,321.80
City Tax Ordinance.....	6,500,000.00
Sale of School Bonds.....	1,050,000.00
Sale of Vocational School.....	200,000.00
Interest.....	7,668.11
Interest on Bequest.....	240.00
Truancy Fines.....	315.00
Cash deposited with Custodian.....	68,163.61
	<hr/> \$7,909,708.52
	<hr/> \$9,928,861.92

EXPENDITURES

	Appropriations	Expenditures	Balance
ADMINISTRATION			
Secy's Dept. & Board Offices.....	\$32,766.30	\$32,652.19	\$114.11
Legal Services.....	4,000.00	4,000.00	-----
Business Manager's Dept.—			
Repair Division.....	48,591.18	47,337.04	1,254.14
Supply Division.....	65,381.72	63,186.96	2,194.76
Supt. of Schools' Dept.....	93,460.90	89,769.20	3,691.70
Attendance Dept.....	82,256.93	82,062.14	194.79
Other Expenses.....	16,023.28	14,973.59	1,049.69
Total.....	\$342,480.31	\$333,981.12	\$8,499.19
INSTRUCTION			
Teachers' Salaries.....	\$6,683,385.26	\$6,680,067.32	\$3,317.94
Text Books.....	75,185.14	72,387.93	2,797.21
Apparatus.....	27,614.01	26,334.54	1,279.47
Instruction Supplies.....	129,534.36	128,494.76	1,039.60
Other Expenses.....	73,310.37	72,773.56	536.81
Total.....	\$6,989,029.14	\$6,980,058.11	\$8,971.03
OPERATION			
Janitors' Salaries.....	\$456,933.70	\$456,933.70	-----
Janitors' Supplies.....	13,984.93	11,482.61	2,502.32
Fuel.....	104,081.91	99,609.35	4,472.56
Water.....	11,575.41	11,575.41	-----
Light & Power.....	66,876.93	66,876.93	-----
Other Expenses.....	21,500.40	17,458.65	4,041.75
Total.....	\$674,953.28	\$663,936.65	\$11,016.63
MAINTENANCE			
Repairs to Buildings.....	\$207,109.48	\$204,487.75	\$2,621.73
Repairs and Replacements.....	43,363.18	37,984.76	5,378.42
Ordinary Supplies.....	11,863.65	11,537.15	326.50
Insurance.....	14,033.65	14,033.65	-----
Other Expenses.....	1,479.31	1,455.56	23.75
Total.....	\$277,849.27	\$269,498.87	\$8,350.40
AUXILIARY AGENCIES			
Medical Inspection Dept.....	\$125,372.32	\$124,737.06	\$635.26
Libraries.....	22,786.17	22,646.80	139.37
Transportation of Pupils.....	21,961.74	21,850.91	110.83
Food for Special Schools.....	10,658.25	10,641.15	17.10
Dept. of Child Guidance.....	37,449.06	37,434.68	14.38
Total.....	\$218,227.54	\$217,310.60	916.94
MISCELLANEOUS			
Leasing of School Buildings.....	\$3,687.50	\$3,687.50	-----
Other Expenses.....	900.00	566.88	333.12
Total.....	\$4,587.50	\$4,254.38	\$333.12
CAPITAL OUTLAY			
Alterations and Imps. to Bldgs.....	\$76,774.66	\$51,070.81	\$25,703.85
Equipment of New Buildings.....	3,982.61	3,982.61	-----
Equipment of Old Buildings.....	8,163.00	7,760.98	402.02
Equipment of Departments.....	2,098.07	2,098.07	-----
Land.....	746,087.14	326,673.42	419,413.72
New Buildings.....	2,260,001.88	709,196.52	1,550,805.36
Newark School Stadium.....	12,024.71	11,702.25	322.46
Playground Improvements (Const.).....	182,478.15	78,835.85	103,642.30
Equip. of New Bldgs. (Const.).....	162,750.00	113,298.88	49,451.12
Equip. of Old Bldgs. (Const.).....	44,395.00	29,192.24	15,202.76
Alts. & Imps. to Bldgs. (Const.).....	92,855.00	16,367.56	76,487.44
Newark School Stadium (Const.).....	30,124.66	26,018.28	4,106.38
Total.....	\$3,621,734.88	\$1,376,197.47	\$2,245,537.41

FINANCIAL REPORT

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SUMMARY

	Appropriations	Expenditures	Balances
Administration.....	342,480.31	333,981.12	8,499.19
Instruction.....	6,989,029.14	6,980,058.11	8,971.03
Operation.....	674,953.28	663,936.65	11,016.63
Maintenance.....	277,849.27	269,498.87	8,350.40
Auxiliary Agencies.....	218,227.54	217,310.60	916.94
Miscellaneous.....	4,587.50	4,254.38	333.12
Capital Outlay.....	3,621,734.88	1,376,197.47	2,245,537.41
Grand Total.....	\$12,128,861.92	\$9,845,237.20	\$2,283,624.72
Due on Bond Issue.....	2,200,000.00	-----	2,200,000.00
Actual.....	\$9,928,861.92	\$9,845,237.20	\$83,624.72

CONSTRUCTION ACCOUNT

RECEIPTS

Balance from June 30, 1926.....	\$ 64,840.20
Sale of School Bonds.....	1,050,000.00
Sale of Vocational School.....	200,000.00
Interest	1,327.13
Cash deposited with Custodian.....	2,524.50
	<u>\$1,318,691.83</u>

EXPENDITURES

LAND

	Appropriations	Expenditures	Balances
Summer Avenue School Addl. ground.....	\$64,742.18	\$64,445.88	\$296.30
Monmouth Street School Addl. gr....	11,601.60	9,700.32	1,901.28
Cleveland School Add. ground.....	39,975.00	35,167.76	4,807.24
Abington Ave. School District Site.....	55,500.00	55,053.99	446.01
Newton Street School Additional ground.....	22,853.34	22,853.34	-----
Prince Street Playground.....	407.57	407.57	-----
South Tenth Street School Additional ground.....	9,815.50	9,653.00	162.50
Elizabeth Avenue School District Site.....	50,000.00	100.00	49,900.00
Warren Street Playground.....	5,011.85	81.04	4,930.81
School for Tubercular Children Site.....	60,000.00	34,176.62	25,823.38
Fawcett School of Industrial Arts.....	360,000.00	85,677.00	274,323.00
Hawthorne Avenue School District Site.....	14,952.86	8,604.66	6,348.20
Hawkins Street School Add. ground.....	14,975.00	-----	14,975.00
Oliver Street School Additional gr....	15,500.00	-----	15,500.00
Peshine Avenue School Additional ground.....	20,000.00	-----	20,000.00
Bond Issue Expenses.....	752.24	752.24	-----
Total.....	<u>\$746,087.14</u>	<u>\$326,673.42</u>	<u>\$419,413.72</u>

BUILDINGS

	Appropriations	Expenditures	Balances
West Side High School.....	\$213,064.53	\$213,064.53	-----
East Side High School Addition.....	119,016.15	116,081.10	2,935.05
Maple Avenue School Addition.....	161,855.04	161,855.04	-----
Charlton Street School Alterations.....	3,855.54	3,855.54	-----
Summer Ave. School Addition.....	300,000.00	175,713.53	124,286.47
School for Crippled Children.....	12,725.60	2,907.96	9,817.64
Central High School Alterations.....	32,661.80	32,661.80	-----
Bond Issue Expenses.....	2,256.73	2,256.73	-----
Webster Street Playground.....	5,952.76	800.29	5,152.47
Wilson Avenue School Addition.....	18,613.73	-----	18,613.73
School for Tubercular Children.....	150,000.00	-----	150,000.00
Bragaw Avenue School.....	390,000.00	-----	390,000.00
Fawcett School of Industrial Arts.....	850,000.00	-----	850,000.00
Total.....	<u>\$2,260,001.88</u>	<u>\$709,196.52</u>	<u>\$1,550,805.36</u>

NEWARK SCHOOL STADIUM

	Appropriations	Expenditures	Balances
Newark School Stadium.....	\$30,124.66	\$26,018.28	\$4,106.38

FORCED DRAFT EQUIPMENT

	Appropriations	Expenditures	Balances
Various Schools.....	\$17,855.00	\$15,204.00	\$2,651.00

FIREPROOFING

	Appropriations	Expenditures	Balances
Various Schools.....	\$55,000.00	\$1,163.56	\$53,836.44

FIRE ALARM SYSTEMS

	Appropriations	Expenditures	Balances
Various Schools.....	\$10,000.00	.....	\$10,000.00

ARTIFICIAL LIGHTING

	Appropriations	Expenditures	Balances
Various Schools.....	\$10,000.00	.....	\$10,000.00

PLAYGROUND IMPROVEMENTS

	Appropriations	Expenditures	Balances
Lafayette Street School.....	\$9,029.85	\$9,029.85	
Camden Street School.....	16,807.22	14,459.91	2,347.31
South Eighth Street School.....	15,000.00	11,234.59	3,765.41
Alexander Street School.....	14,825.00	3,454.59	11,370.41
Elliott Street School.....	14,850.00	11,832.10	3,017.90
Robert Treat School.....	26,466.08	16,974.08	9,492.00
Montgomery Street School.....	20,000.00	11,650.73	8,349.27
Speedway Avenue School.....	10,000.00	200.00	9,800.00
Madison School.....	20,000.00	.....	20,000.00
Miller Street School.....	20,000.00	.....	20,000.00
McKinley School.....	15,500.00	.....	15,500.00
Total.....	\$182,478.15	78,835.85	103,642.30

EQUIPMENT

	Appropriations	Expenditures	Balances
New Bldgs.—West Side High.....	\$108,800.00	\$ 87,737.45	\$21,062.55
New Bldgs.—East Side High.....	34,300.00	22,738.34	11,561.66
New Bldgs.—Elementary Schools.....	19,650.00	2,823.09	16,826.91
Old Bldgs.—High Schools.....	12,300.00	7,827.81	4,472.19
Old Bldgs.—Jr. High Schools.....	4,950.00	52.80	4,897.20
Old Bldgs.—Elementary Schools.....	27,145.00	21,311.63	5,833.37
Total.....	\$207,145.00	\$142,491.12	\$64,653.88

SUMMARY

	Appropriations	Expenditures	Balances
Land.....	\$746,087.14	\$326,673.42	\$419,413.72
Buildings.....	2,260,001.88	709,196.52	1,550,805.36
Newark School Stadium.....	30,124.66	26,018.28	4,106.38
Forced Draft Equipment.....	17,855.00	15,204.00	2,651.00
Fireproofing.....	55,000.00	1,163.56	53,836.44
Fire Alarm Systems.....	10,000.00	.....	10,000.00
Artificial Lighting.....	10,000.00	.....	10,000.00
Playground Improvements.....	182,478.15	78,835.85	103,642.30
Equipment.....	207,145.00	142,491.12	64,653.88
Grand Total.....	\$3,518,691.83	\$1,299,582.75	\$2,219,109.08
Due on Bond Issue.....	2,200,000.00	.....	2,200,000.00
Actual.....	\$1,318,691.83	\$1,299,582.75	\$19,109.08

R. D. ARGUE, *Secretary*.

BOARD OF EDUCATION

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND SCHOOL FURNITURE

JUNE 30, 1927

Name of School House	Sites	Buildings	Furniture and Equipment	Total
<i>High</i>				
Barringer High.....	\$82,000	\$285,000	\$33,300	\$400,300
Central C. & M. T. High.....	66,600	639,600	75,000	781,200
East Side C. & M. T. High.....	43,000	699,000	90,500	832,500
South Side High.....	52,000	365,000	45,000	462,000
West Side High.....	118,750	817,000	95,000	1,030,750
Totals.....	\$362,350	\$2,805,600	\$338,800	\$3,506,750
<i>Elementary</i>				
Abington Avenue.....	\$47,800	\$398,000	\$15,000	\$460,800
Alexander Street.....	10,200	451,000	25,100	486,300
Ann Street.....	42,100	333,000	16,000	391,100
Avon Avenue.....	20,000	191,000	7,500	218,500
Belmont Avenue.....	48,000	250,000	9,000	307,000
Bergen Street.....	35,000	164,000	7,500	206,500
Bragaw Avenue.....	24,525			24,525
Burnet Street.....	21,000	50,000	3,500	74,500
Bruce Street.....	25,000	275,000	12,000	312,000
Camden Street.....	20,000	66,000	3,400	89,400
Central Avenue.....	31,200	154,000	9,100	194,300
Charlton Street.....	32,000	382,000	17,000	431,000
Chestnut Street.....	22,000	79,500	3,600	105,100
Cleveland.....	57,000	255,000	15,000	327,000
Dayton Street.....	3,000	12,500	300	15,800
Eighteenth Avenue.....	26,000	493,000	22,100	541,100
Elizabeth Avenue.....	23,000	12,800	1,000	36,800
Elliott Street.....	22,900	537,000	15,000	574,900
Fifteenth Avenue.....	48,150	254,000	15,000	317,150
First Avenue.....	54,550			54,550
Fourteenth Avenue.....	30,000	118,000	4,000	152,000
Franklin.....	50,800	523,500	39,000	613,300
Garfield.....	16,500	155,000	13,500	185,000
Hawkins Street.....	20,800	431,000	24,800	476,600
Hawthorne Avenue.....	25,000	199,000	9,500	233,500
Lafayette Street.....	25,000	265,000	15,500	305,500
Lawrence Street.....	30,000	52,000	1,800	83,800
Lincoln.....	10,800	232,500	19,900	263,200
Madison.....	18,000	245,000	11,100	274,100
Maple Avenue.....	14,500	536,500	33,650	584,650
McKinley (Old-7th Ave.).....	19,300	105,500	5,500	130,300
McKinley (New-8th Ave.).....	35,000	123,500	6,200	164,700
Miller Street.....	27,400	205,000	10,500	242,900
Monmouth Street.....	10,000	60,000	4,000	74,000
Montgomery Street.....	27,000	158,685	9,000	194,685
Morton Street.....	50,000	300,000	9,000	359,000
Newton Street.....	62,800	295,000	18,500	376,300
Oliver Street.....	12,000	328,000	18,000	358,000
Peshine Avenue.....	18,800	365,000	12,000	395,800
Ridge Street.....	15,000	115,500	5,000	135,500
Robert Treat.....	48,500	276,000	12,700	337,200
Roseville Avenue.....	13,200	30,500	1,600	45,300
South Street.....	12,000	51,000	3,000	66,000
South Eighth Street.....	24,000	144,000	5,000	173,000
South Tenth Street.....	44,250	45,000	3,600	92,850
South Seventeenth Street.....	23,200	195,000	11,000	229,200
Speedway Avenue.....	19,800	77,000	3,400	100,200
Summer Avenue.....	73,100	99,500	2,900	175,500
Summer Place.....	7,000	31,500	1,200	39,700
Sussex Avenue.....	24,000	53,000	3,000	80,000
Walnut Street.....	7,500	7,000	1,200	15,700
Warren Street.....	14,000	137,000	5,500	156,500
Washington Street.....	57,000	76,000	4,800	137,800
Waverly Avenue.....	13,500	50,000	2,800	66,300
Webster Street.....	17,000	413,000	25,800	455,800
Wilson Avenue.....	40,500	350,000	19,000	409,500
Totals.....	\$1,570,675	\$11,206,985	\$574,050	\$13,351,710

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND SCHOOL FURNITURE—(Continued)

Name of School House	Sites	Buildings	Furniture and Equipment	Total
<i>Specials</i>				
Arlington Ave. Ungraded.....	\$11,800	\$113,300	\$8,500	\$133,600
Chestnut St. Ungraded.....	4,000	17,100	1,000	22,100
South Tenth St. Ungraded.....	10,000	16,300	1,000	27,300
Alyea St. Binet.....	7,000	10,000	1,000	18,000
Coe's Place Binet.....	5,000	20,000	2,000	27,000
State St. Binet.....	15,000	19,000	1,500	35,500
Wickliffe St. Binet.....	2,000	10,000	7,000	19,000
Elizabeth Ave. Open Air.....	1,000	3,300	600	4,900
School for Crippled Children.....	24,000	223,000	10,000	257,000
Totals.....	\$79,800	\$432,000	\$32,600	\$544,400
<i>Schools of Industries</i>				
Fawcett School of Ind. Arts.....	\$36,000	\$19,000	\$1,000	\$56,000
Boys' Continuation.....	20,000	58,000	3,000	81,000
Totals.....	\$56,000	\$77,000	\$4,000	\$137,000
<i>Med. Insp. Dept. & Clinic</i>				
Market St. (Med. Insp. Dept. & Clinic).....	\$80,000	\$18,000	\$2,000	\$100,000
<i>Stadium</i>				
Newark School Stadium.....	\$55,000	\$219,500	\$1,000	\$275,500
<i>All-Year Playgrounds</i>				
Lafayette Street.....	\$65,000	\$23,500	\$1,500	\$90,000
Morton Street.....	25,500	.....	2,500	28,000
Robert Treat.....	35,000	.....	2,000	37,000
Prince Street.....	42,500	34,000	2,500	79,000
Vailsburg.....	14,750	.....	.....	14,750
Webster Street.....	53,300	20,900	3,500	77,700
Totals.....	\$236,050	\$78,400	\$12,000	\$326,450
<i>Shop</i>				
Marshall St. (Shop).....	\$9,000	\$5,000	\$1,500	\$15,500

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND SCHOOL
FURNITURE--(Continued)

SUMMARY

Name of School House	Sites	Buildings	Furni- ture and Equipment	Total
High Schools.....	\$362,350	\$2,805,600	\$338,800	\$3,506,750
Elementary Schools.....	1,570,675	11,206,985	574,050	13,351,710
Special Schools.....	79,800	432,000	32,600	544,400
Schools of Industries.....	56,000	77,000	4,000	137,000
Med. Insp. Dept. & Clinic.....	80,000	18,000	2,000	160,000
Newark School Stadium.....	55,000	219,500	1,000	275,500
All-Year Playgrounds.....	236,050	78,400	12,000	326,450
Shop.....	9,000	5,000	1,500	15,500
Grand Total.....	\$2,448,875	\$14,842,485	\$965,950	\$18,257,310

TABLE OF EXPENSES OF THE VARIOUS SCHOOLS FOR THE YEAR ENDING JUNE 30, 1927, SHOWING ORDINARY, EXTRAORDINARY AND TOTAL CURRENT EXPENSES



TABLE SHOWING ANNUAL COST PER PUPIL FOR SALARIES, SUPPLIES, REPAIRS, ETC., BASED ON AVERAGE ENROLLMENT AND ORDINARY EXPENSES AS SHOWN IN TABLE OF EXPENSES 1926-1927

SCHOOLS	Average Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books and Educational Supplies	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs to Buildings	Rents and Insurance	Replacements and	Food	Transportation	Libraries	Medical Supplies	Operation—Other Expenses	Maintenance—Other Expenses	Total
DAY																			
<i>Standard Senior High</i>																			
Barringer.....	1,358	\$173.02	\$9.74	\$45	\$5.08	\$46	\$1.52	\$2.40	\$25	\$3.60		\$.90			\$2.10	\$.02	\$.46	\$.02	\$200.06
East Side C. & M. T.....	1,280	192.56	15.52	30	9.36	.68	2.83	.60	16	3.98	.67	3.81			3.19	.03	.57	.03	234.30
South Side.....	1,695	155.07	11.50	58	3.17	.41	2.27	.10	14	4.55		1.23			2.40	.02	.35	.01	181.83
West Side.....	886	153.70	10.64	.60	27.74	1.18	2.35	2.46	.09	.53	2.47	.09		.01	5.11	.12	.33	.01	207.44
<i>Senior High—All Year</i>																			
Central C. & M. T.....	2,138	183.40	12.85	.62	9.01	.57	2.32	.17	.22	3.08	.01	.87			2.26	.02	.25	.01	215.69
<i>Junior High—Standard</i>																			
Madison.....	638	102.47	4.92	12	3.93	.11	.85	.72	.06	.01		.07				.07			113.34
Robert Treat.....	557	116.34	4.98	.13	5.53	.08	1.03	.78	.25										129.12
<i>Junior High—All Year Platoon</i>																			
Cleveland.....	782	116.08	3.17	.15	3.21	.02	1.08	.80	.17	.01									124.69
<i>Elementary—Standard</i>																			
Alexander Street.....	1,332	60.62	4.38	.13	2.04	.32	.99	.69	.05	1.98		.18				.04	.16		71.59
Avon Avenue.....	1,406	70.12	5.54	.11	2.17	.14	.91	.40	.08	1.16		.27				.04	.14	.02	81.88
Bergen Street.....	1,680	61.18	4.57	.10	2.03	.27	.51	.27	.12	.28		.33				.06	.14		71.06
Bryce Street.....	1,388	66.39	4.50	.06	1.42	.32	.24	1.37	.05	3.06		.35				.04	.86	.01	80.38
Canaan Street.....	1,201	71.00	4.50	.06	1.51	.16	1.94	.38	.03	3.13		.32				.09	.16	.01	73.01
Carleton Street.....	1,258	78.18	5.85	.11	1.54	.31	1.74	.80	.09	1.80		.13				.06	.22	.02	87.80
Chesnut Street.....	588	78.02	6.59	.11	1.81	.23	1.47	.46	.11	1.87		.94				.03	.41	.03	91.32
Dayton Street.....	1,219	67.19	4.54	.15	1.91	.36	3.53	.50	.06	2.77		.70				.03	.69	.01	97.85
Elgin Avenue.....	1,265	68.08	7.31	.14	1.67	.29	2.22	.88	.06	2.37		.19				.15	.18		75.94
Elm Street.....	1,255	52.06	7.31	.03	1.92	.23	1.43	.50	.16	2.53		.64				.13	.60		72.01
Elm Street.....	1,059	68.75	6.38	.10	1.65	.58	1.70	1.27	.03	1.20	.97	.08				.03	.36	.02	83.84
Fifteenth Avenue.....	1,773	63.26	4.09	.09	1.63	.21	.94	.39	.04	.89	.26	.08				.04	.13		72.01
Fourteenth Avenue.....	1,224	60.83	4.10	.09	1.53	.22	1.09	.25	.04	2.62		.08				.04	.15	.07	71.14
Garfield.....	1,555	61.03	4.34	.06	1.88	.28	.66	.09	.14	1.74	.15	.20				.05	.16		71.43
Lawrence Street.....	831	88.03	11.25	.05	1.80	.87	2.12	.22	.06	8.34		.53				.10	.20	.11	134.35
Lincoln.....	873	68.67	5.50	.10	2.15	.22	.80	.31	.06	1.91		.02							80.05

<i>Elementary—All Year Platoon</i>											
Abington Avenue.....	1,886	75.28	4.07	.09	2.21	.17	.64	.66	.06	.70	.52
Cleveland.....	794	127.56	6.31	.13	2.52	.21	1.38	1.02	.22	2.06	.18
Lafayette Street.....	1,772	88.07	5.37	.17	3.03	.21	1.79	.98	.14	1.61	.96
McKinley.....	2,059	90.93	5.89	.08	2.73	.24	1.20	1.39	.21	3.85	.14
Wilson Avenue.....	1,740	90.41	4.99	.08	2.15	.20	.83	.72	.14	1.59	.52
<i>Specials—Standard</i>											
Arlington Ave. Ungraded.....	61	181.75	59.68	.06	18.23	5.89	14.76	2.59	.43	11.54	1.27
Chestnut St. Ungraded.....	36	213.72	61.58	.13	16.85	2.17	12.69	1.32	.90	1.98	.63
So. Tenth St. Ungraded.....	43	182.29	51.60	.20	18.25	.62	8.62	1.06	.43	3.40	.18
Alveta St. Binet.....	76	183.43	21.32	.23	6.13	1.76	5.03	3.22	.37	11.48	.07
Coe's Place Binet.....	124	186.45	15.62	.06	8.15	1.42	6.03	2.37	.31	7.75	.65
State Street Binet.....	125	179.08	15.96	.31	7.59	1.40	3.24	3.36	.26	17.11	.10
Abington Avenue Binet.....	33	170.12	4.21	.11	17.56	.15	1.35	1.41	.12	.....	.03
Fifteenth Avenue Binet.....	110	182.61	7.85	.30	11.68	.95	5.78	2.30	.16	.....	.04
South Street Binet.....	33	146.16	9.16	.01	7.37	1.44	2.06	.86	.06	.....	.25
McKinley Binet.....	34	131.26	7.14	.01	12.15	.16	2.28	2.63	.39	.....	.30
So. Seventeenth St. Binet.....	16	180.42	8.72	.04	7.94	.04	2.71	.90	.18	.....	.03
Wickliffe Street Binet.....	88	161.95	7.87	.05	3.36	.86	1.25	.80	.19	.....	.16
School for Deaf.....	84	407.93	21.73	.35	4.77	.57	.....	2.03	.....	.....	.56
Robert Treat Blind.....	6	491.70	21.00	.01	6.39	.36	6.24	3.80	.27	.....	.10
Washington Street Blind.....	14	411.25	26.28	.20	11.39	.28	4.35	3.31	1.05	.....	.61
18th Ave. Sight Conservation.....	14	191.21	12.34	.00	6.00	.....	8.41	2.94	.34	.....	.43
Webster St. Sight Conserv n.....	14	207.22	14.77	.05	5.61	.....	5.68	2.25	.16	.....	.06
							3.53	2.57	.76	.....	.21
<i>Specials—All Year</i>											
Crippled Annex.....	26	108.08	.....	.02	2.87	.....	.....	.....	.....	.....	.....
Elizabeth Ave. Open Air.....	38	155.47	71.02	.30	1.18	4.10	2.29	4.81	.45	4.23	.43
School Crippled Children.....	147	212.48	42.06	.29	8.07	3.50	12.32	4.36	.28	12.99	.55
City Hospital Class.....	29	111.03	.....	.02	3.20	.....	.....	.....	.....	.....	.86
<i>Continuation</i>											
Boys'.....	228	134.28	21.11	.57	7.34	.81	6.42	6.07	.30	7.67	3.16
Girls.....	235	140.36	12.88	1.06	3.04	1.13	2.76	.80	.60	10.86	.69
<i>SUMMER</i>											
<i>Senior High</i>											
Barringer.....	999	14.96	.....	.04	.48	.02	.....	.....	.03	.....	.....
South Side.....	999	12.30	.15	.04	.09	.....	.....	.....	.02	.....	.....
<i>Junior High</i>											
Robert Treat.....	215	9.32	.21	.....	.....	.....	.....	.....	.....	.....	.....
											9.53

Elementary									
Abington Avenue.....	137	14.67	.82	.05	.53	1.22	1.26	11	18.66
Bergen Street.....	109	10.73	.29	.03	.25	.37	.41	.08	12.19
Central Avenue.....	198	11.40	.61	.15	.11	1.65	.97	.11	15.12
Cleveland.....	304	10.05	.65	.06	.16	.85	.63	.14	12.53
East Side.....	263	2.24	.37			.83	.18	.05	3.66
Franklin.....	240	10.26	.52	.02	.06	.93	1.09	.09	12.97
Lafayette Street.....	216	13.08	.59	.10	.18	.11	.86	1.07	16.14
Morton Street.....	236	13.59	.33	.25	.51	1.10	1.04	.35	20.33
Robert Treat.....	114	13.03	.35	.06		1.10	1.34	.43	17.33
Hawthorne Avenue.....	192	12.36	.62	.02	.06	1.27	.90	.19	15.44
Morton St. Americanization.....	265	20.69							20.69
Vocational									
Central.....	279	13.57	.69			.59	.04	.06	14.95
East Side.....	294	12.06	.40			1.48	.31	.08	14.33
Bergen Street.....	96	23.28	.62			.81	.90	.18	25.78
Fawcett.....	1,814	28.61	1.97	.29	1.69	.46	1.07	.01	37.04
Robert Treat.....	96	23.28	.66			2.10	1.59	.51	28.13
Special									
School for Deaf.....	11	29.45							29.45
Special Activities									
Summer Playgrounds.....	7,990	1.69	.13		.67	.03	.02	.04	2.87
Americanization Class.....	52	2.31							2.31
SUMMARY									
Day									
Senior High—Standard.....	5,219	168.70	11.88	.48	9.36	.62	2.22	1.22	203.79
Senior High—All Year.....	2,138	183.40	12.85	.62	9.01	.57	2.32	.17	215.69
Junior High—Standard.....	1,795	108.93	4.95	.12	4.68	.10	.94	.75	120.69
Junior High—All Yr. Platoon.....	782	116.08	3.17	.15	3.21	.02	1.08	.01	124.69
Elementary—Standard.....	29,881	65.71	5.07	.10	3.25	.25	1.23	.68	.05
Elementary—Elementary.....	18,457	71.01	4.41	.11	2.03	.20	.89	.11	.05
Elementary—All Yr. Platoon.....	4,349	82.67	5.75	.11	2.24	.23	1.19	.78	.05
Elementary—All Yr. Standard.....	8,251	90.15	5.22	.11	2.54	.20	.92	.96	.05
Specials—Standard.....	945	203.74	19.34	.16	9.61	1.30	5.27	2.65	103.09
Specials—All Year.....	240	179.88	37.01	.23	5.83	2.79	7.91	3.43	261.14
Continuation.....	463	37.37	16.93	.82	5.16	.97	4.56	1.91	341.29
Summer									
Senior High.....	1,998	13.63	.08	.04	.29	.01		.03	14.07
Junior High.....	215	9.32	.21						9.53
Elementary.....	12,377	4.49	.18	.04	.15			.03	4.90

SCHOOLS	Average Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books and Educational Supplies	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs to Buildings	Rents and Insurance	Repairs and Replacements	Food	Transportation	Libraries	Medical Supplies	Operation—Other Expenses	Maintenance—Other Expenses	Total
<i>Evening</i>	1,878	37.61	.83	.17	2.79	.01	1.16	.66	.15									.01	40.79
	2,374	19.30	1.31	.07	.14	.04	1.13	1.02	.14										23.18
	2,579	17.84	1.07	.20	1.19	.16	.45	.63	.05	.28	1.43	.07					.11	.01	23.56
	11	29.45																	29.45
<i>Miscellaneous</i>																			
Special Activities.....	8,042	1.69	.13		.67	.03		.02	.04	.10		.18					.01		2.86

FINANCIAL STATISTICS

EXPENSES FOR EDUCATIONAL SUPPLIES SHOWING TOTAL COST AND AVERAGE RATE PER PUPIL BASED ON AVERAGE ENROLLMENT FOR THE YEAR 1926-1927

SCHOOLS																														Totals			
Average Enrollment		Text Books and Apparatus		Stationery		Paper		Laboratory Supplies		Drawing		Domestic Science		Domestic Art		Miscellaneous		Wood Working		Printing		Printing Supplies		Office Supplies		Athletic Supplies		Metal Working		Science and Electric Shop Supplies		Totals	
1926	1927	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate
DAY																																	
Senior High—Standard																																	
Barringer	1,358	3,472.43	2.56	61.81	.04	685.22	.50	614.30	.45	486.73	.36	125.95	.09	44.68	.03	446.82	.33	469.54	.35	611.68	.45			266.59	.20	226.78	.17					7,512.53	5.53
East Side C. & M. T.	1,280	7,077.27	5.53	348.81	.27	743.18	.58																									12,363.41	9.66
West Side	1,695	3,285.66	1.93	48.31	.03	256.73	.15	400.05	.24	596.34	.45	110.54	.07	36.10	.02	220.23	.13	107.19	.05	976.29	.68			198.20	.16	119.67	.07					3,635.32	2.75
South Side	896	18,740.63	2.12	88.98	.10	584.66	.56	1,704.11	1.92	194.86	1.06	147.73	.07	95.37	.11	390.46	.44	577.36	.65	536.23	.61			514.28	.58	779.21	.88					25,114.86	28.35
Senior High—All Year																																	
Central C. & M. T.	2,138	11,077.92	5.18	411.90	.19	1,082.93	.51	481.59	.23	852.22	.40	122.92	.06	42.08	.02	2,860.60	1.34	1,032.49	.48	1,328.56	.62			360.05	.17	120.33	.05	807.61	.38			20,582.70	9.63
Junior High—Standard																																	
Madison	638	694.00	1.08	104.93	.16	216.77	.34			328.07	.51	237.91	.37	90.16	.14	193.84	.30	540.72	.85	75.40	.12			86.25	.14	13.37	.02					2,881.42	4.05
Robert Treat	557	1,832.37	3.29	166.93	.30	405.41	.73			55.10	.10	89.63	.16			257.16	.46	152.81	.27	73.41	.13			54.23	.09	12.15	.02			1.94		3,154.48	5.66
Junior High—All Year Platoon																																	
Cleveland	782	1,124.98	.14	119.40	.15	274.86	.35			151.50	.19	154.72	.20	.58		359.28	.46	199.48	.26	114.15	.15			20.92	.03	97.51	.13			9.72	.61	2,627.10	3.36
Standard Elementary																																	
Alexander Street	1,332	1,196.62	.90	192.09	.14	376.32	.28	48.34	.04	205.62	.15	141.88	.10	83.27	.05	163.87	.12	232.93	.18	172.95	.13			45.18	.03	33.98	.03					2,893.05	2.17
Avon Avenue	1,406	1,040.72	.74	290.74	.21	427.89	.31	95.27	.07	226.45	.16	85.04	.06	82.09	.06	214.94	.15	464.82	.33	150.20	.11			74.40	.05	44.12	.03					3,196.68	2.27
Beggs Street	1,689	1,430.70	1.09	248.11	.15	267.54	.16	89.14	.07	147.15	.10	180.38	.11	103.64	.06	84.18	.05	306.36	.18	74.63	.10			89.62	.05	72.14	.04					3,662.59	2.13
Burns Street	1,087	1,353.46	.46	42.44	.03	42.55	.13	39.48	.18	32.22	.09	7.82	.02	4.20	.01	21.13	.07	86.46	.26	19.12	.06			28.71	.08							497.98	1.47
Camden Street	1,291	534.79	.49	108.56	.10	158.54	.13	106.47	.08	198.45	.18	7.00	.04	47.44	.04	153.55	.14	286.08	.26	66.52	.06			41.85	.04							1,709.64	1.37
Charlton Street	1,089	699.39	.54	137.15	.11	81.03	.14	86.92	.08	149.32	.25	98.61	.08	21.35	.04	23.97	.04	195.23	.33	63.94	.11			44.85	.04							2,141.43	1.66
Chastnut Street	588	427.96	.33	36.81	.10	81.03	.14	18.61	.26	6.97	.09	12.69	.18			127.56	.11	137.19	.19	10.52	.15			8.79	.12							146.35	2.00
Dayton Street	71	61.33	.86	10.54	.15	38.40	.26	19.37	.09	158.37	.13					153.39	.13	318.57	.26	14.01	.05			75.93	.06							2,708.13	1.81
Elizabeth Avenue	1,219	374.06	.31	220.61	.18	324.94	.27	275.98	.25	19.34	.07	51.84	.05	44.48	.04	179.89	.17	267.63	.25	107.12	.10			56.09	.05	69.07	.06					2,509.95	1.76
Elm Street	1,059	488.71	.46	155.09	.15	275.98	.25	27.94	.07	19.19	.07	96.05	.05	112.03	.06	217.13	.12	587.04	.33	162.34	.09			72.74	.04	26.57	.02					3,094.77	1.75
Fifteenth Avenue	1,773	782.34	.44	218.67	.12	483.92	.26	35.74	.05	101.07	.13	65.04	.09	65.34	.08	112.09	.13	102.69	.13					63.35	.08	18.62	.02					1,370.43	1.75
Fourteenth Avenue	1,224	564.07	.45	111.16	.08	384.07	.29	85.26	.07	96.32	.08	50.63	.04	73.69	.06	121.69	.10	278.25	.23	115.24	.09			42.10	.05	50.90	.04					1,969.03	1.60
Garfield	1,555	1,045.47	.67	217.52	.14	284.39	.18	128.81	.09	17.71	.19	103.82	.07	75.12	.05	103.82	.07	256.30	.17	59.89	.04			108.02	.07	9.42	.01					3,011.32	1.79
Lawrence Street	873	501.85	.88	128.81	.24	4.51	.09	12.69	.25	12.25	.24	255.72	.29	75.65	.09	1.54	.03	8.73	.17	2.54	.05			12.30	.02	43.11	.05					94.24	1.85
Lincoln	1,405	2,726.12	1.94	152.55	.11	219.65	.20	122.00	.09	129.95	.10	87.24	.06	148.87	.11	115.17	.08	450.79	.32	91.40	.07	50.09	.04	76.94	.06	65.23	.05					4,676.55	3.33
Maple Avenue	783	439.15	.56	105.05	.08	270.05	.22	78.69	.06	35.74	.05	101.07	.13	65.04	.09	65.34	.08	112.09	.13	102.69	.13			63.35	.08	18.62	.02					1,370.43	1.75
Monte Street	1,380	1,102.72	.80	321.24	.23	455.52	.33	141.86	.10	268.01	.20	47.82	.03	89.18	.06	292.72	.21	295.33	.21	153.63	.11			64.80	.05	62.63	.05					3,795.46	2.39
Oliver Street	1,022	826.64	.59	243.59	.15	404.54	.34	35.91	.05	214.69	.15	35.91	.05	13.72	.02	134.18	.11	154.18	.11	35.93	.03			103.63	.05	31.67	.04					1,715.91	1.63
Ridge Street	672	527.94	.78	88.38	.13	163.60	.24	45.71	.07	70.47	.10	56.06	.08	70.78	.11	152.67	.23	175.75	.26	86.32	.13			16.07	.02	32.73	.05					1,486.46	2.21
South Street	416	308.76	.74	159.88	.18	172.71	.20	36.62	.09	48.47	.11	17.71	.19	4.08	.02	80.78	.11	115.17	.08	450.79	.32			15.30	.03	1.52						688.67	1.66
South Eighth Street	1,173	474.44	.40	135.16	.12	285.26	.24	40.17	.03	285.56	.24	81.26	.07	73.33	.08	154.90	.17	147.82	.16	98.77	.11			52.98	.03	23.86	.02					2,100.94	1.82
Sumner Avenue	902	424.24	.40	143.69	.13	243.47	.22	31.00	.03	186.46	.11	102.13	.06	180.46	.11	102.13	.06	204.68	.17	12.14	.11			72.28	.04	10.76	.02					2,100.94	1.82
Sumner Avenue	338	260.49	.77	23.83	.07	80.36	.24	47.29	.05	157.04	.17	68.85	.07	73.33	.08	154.90	.17	147.82	.16	98.77	.11			52.98	.03	23.86	.02					1,667.88	1.85
Sunset Avenue	959	368.44	.61	161.83	.17	271.23	.20	37.61	.04	154.61	.16	15.72	.02	13.72	.02	13.72	.02	259.20	.17	131.61	.06			10.76	.02	17.38	.03					2,100.94	1.82
Sunset Avenue	294	158.09	.62	24.74	.08	29.26	.09	37.94	.12	37.94	.12	37.94	.12	37.94	.12	37.94	.12	60.71	.21	98.80	.04			13.20	.05	32.51	.03					1,177.73	1.79
Washington Street	542	306.38	.57	116.27	.11	162.49	.10	69.69	.03	62.12	.12	55.41	.10	54.17	.10	105.39	.19	348.02	.64	106.05	.20			89.92	.17							1,475.91	2.72
Waverly Avenue	761	282.13	.38	137.06	.18	158.51	.21	111.60	.14	113.67	.15			32.00	.04	46.12	.05	196.05	.26	75.74	.10			66.95	.09	2.90						1,222.73	1.61
Elementary—Platoon																																	
Ann Street	2,179	1,352.15	.62	371.96	.17	665.98	.31	110.31	.05	491.87	.23	270.40	.12	68.16	.03	320.81	.15	346.60	.16	214.64	.09	73.63	.03	121.00	.06	177.31	.08					4,584.82	2.10
Burns Street	1,389	1,807.68	.87	122.04	.11	283.63	.24	33.55	.04	399.09	.23	85.77	.06	45.16	.02	246.34	.17	329.58.															

Seventieth and Seventy-first
Annual Reports of the
Superintendent of Schools

*To the Honorable, the Board of Education
of the City of Newark, New Jersey.*

MEMBERS OF THE BOARD:

The combined seventieth and seventy-first annual reports of the public schools of the City of Newark are here submitted, the statistical tables being for the fiscal years ending June 30, 1926 and June 30, 1927. Since the World War it has been the custom to publish the reports biennially, except in the case of the last publication which covered three instead of two years.

The transfer of the vocational schools to the county and the removal of residents to outlying communities decreased the enrollment for a time in the schools. The continued growth of the city is indicated by the fact that the enrollment now shows that these losses have been covered and that there is an increase of pupils. It is an interesting fact that the population is less congested near the center of the city, the people having moved to outlying sections within the city limits. The result is that there are vacant classrooms in the schools centrally located and not enough schools or classrooms in schools in the new neighborhoods. The tables of enrollment show as well as other statistics those of part-time classes and classes improperly housed.

I. ENROLLMENT, COMMENT, AND RECOMMENDATIONS

(See pages 30-31-32-33 for tables)

COMMENT, 1926

The Alexander Street School may be relieved in September by the transfer of pupils to the Lincoln School. This will be done by a readjustment of the district lines.

The Bergen Street and the Peshine Avenue Schools can be permanently and satisfactorily relieved by the erection of a new school planned to change the conditions at the Elizabeth Avenue School.

The traffic on Elizabeth Avenue is a positive menace to the lives of the children forced to cross this street on their way to school. Young children should not go down the hill west of this thoroughfare. A new school building on the hill will remove the need of crossing the street by children living to the west of Elizabeth Avenue. A survey of the conditions surrounding Elizabeth Avenue School shows that of the 245 children

ENROLLMENT IN THE SEVERAL SCHOOLS AT THE CLOSE OF THE YEARS, JUNE 30, 1926 AND JUNE 30, 1927
 (COMPARED WITH SIMILAR ENROLLMENT FOR THE PRECEDING YEAR.
 PART-TIME AND OTHER OVERFLOW CLASSES ARE SHOWN.

SCHOOL	1925	1926	In- crease	De- crease	Classrooms in			Enroll- ment	1927	In- crease	De- crease	Classrooms in			Part-time Classes	Enroll- ment
					Courts	Auditoriums	Portable Buildings					Courts	Auditoriums	Portable Buildings		
Barringer High.....	1,747	1,727	4	20					1,295	21	431					
Central High.....	2,095	2,099							2,120	86						
East Side High.....	1,168	1,187	19	134					1,273							
South Side High.....	1,883	1,749							1,654	905						
West Side High.....		804		96					905							
Cleveland Junior High.....	960	787	24						753							
Madison Junior High.....	793	646		147					641							
Robert Treat Junior High.....	1,730	1,823	93						553							
Abington Avenue.....	1,206	1,214	8			1		45	1,969	146					8	355
Alexander Street.....	1,984	2,052	68						1,325	111			2		4	259
Ann Street.....	1,414	1,384		30					2,152	100						
Avon Avenue.....	1,548	1,582	34						1,364							
Belmont Avenue.....	1,590	1,661	71		1			43	1,488							
Bergen Street.....	372	362		10					1,645							
Bruce Street.....	1,424	1,374		50					351			1				43
Burnet Street.....	1,119	1,131	12						1,306	68						
Camden Avenue.....	1,179	1,136		43					1,101							
Central Avenue.....	1,434	1,334		100					1,119							
Chadlton Street.....	648	572		76					1,291							
Chestnut Street.....	891	799	92						562							
Cleveland Elementary.....	65	58		7					772							
Dayton Street.....	1,294	1,243		51					76	18						
Eighteenth Avenue.....	238	268	30					76	1,187							
Elizabeth Avenue.....	964	998	34						243							
Elliott Street.....	1,746	1,712		34					1,050	52						
Fifteenth Avenue.....	1,213	1,179							1,734							
Fourteenth Avenue.....	1,868	1,865		3					1,215	36						
Franklin.....	1,334	1,427	93						1,887	22						
Garfield.....	1,276	1,214		62					1,558	131						
Hawkins Street.....	2,366	2,261		105					1,177							
Lafayette Avenue.....	1,942	1,789		173					2,012							
Lafayette Street.....	62	56		6		6*		903	2,012						24	978
Lawrence Street.....	522	746	224						1,752							
Lincoln.....	2,210	2,162		48					891	145						
McKinley.....									2,043							

*Classes in portable buildings on half time.

ENROLLMENT IN THE SEVERAL SCHOOLS AT THE CLOSE OF THE YEARS, JUNE 30, 1926 AND JUNE 30, 1927
 COMPARED WITH SIMILAR ENROLLMENT FOR THE PRECEDING YEAR.
 PART-TIME AND OTHER OVERFLOW CLASSES ARE SHOWN—Continued.

SCHOOL	1925	1926	In-crease	Classrooms in			Enroll-ment	1927	In-crease	De-crease	Classrooms in			Part-time Classes	Enroll-ment
				Courts	Auditoriums	Portable Buildings					Courts	Auditoriums	Portable Buildings		
<i>Blind</i>															
Abington Ave. Binet.....	17	36	19					35		1					
Alyea St. Binet.....	85	75						78	3						
Coe's Place Binet.....	117	115	2					125	10						
Fifteenth Ave. Binet.....	86	104	18					119	15						
McKinley Binet.....	37	32	5					36	4						
South St. Binet.....	15	19	4					34	15						
So. Seventeenth St. Binet.....	18	19	1					14		5					
State St. Binet.....	35	32	3					36	4						
Wickliffe St. Binet.....	122	124	2					122		2					
	83	81						89	8						
<i>Blind</i>															
Robert Treat Blind.....	6	7	1					6							
Washington St. Blind.....	13	14	1					13							
<i>Deaf</i>															
School for the Deaf.....	81	78						79	1						
<i>Open Window</i>															
Ann Street.....	30														
Fifteenth Avenue.....	30		30												
Lafayette Street.....	30		30												
Montgomery Street.....	30		19												
Morton Street.....	30		30												
<i>Amemic</i>															
Elizabeth Ave. Open Air.....	41	38						39		1					

ENROLLMENT IN THE SEVERAL SCHOOLS AT THE CLOSE OF THE YEARS, JUNE 30, 1926 AND JUNE 30, 1927 COMPARED WITH SIMILAR ENROLLMENT FOR THE PRECEDING YEAR.
PART-TIME AND OTHER OVERFLOW CLASSES ARE SHOWN—Continued.

SCHOOL	1925	1926	In-crease	De-crease	Classrooms in			Enroll-ment	1927	In-crease	De-crease	Classrooms in			Part-time Classes	Enrollment
					Courts	Auditoriums	Portable Buildings					Courts	Auditoriums	Portable Buildings		
<i>Crippled School for Crippled Children</i>	97	153	56						144	9						
Annexes—																
Home for Crippled Children	33	24		9					26	2						
Newark City Hospital.....	24	15		9					19	4						
<i>Sight Conservation</i>																
Eighteenth Avenue	16	15		1					15	2						
Webster Street	14	13		1					15							
Totals.....	72,860	72,407	2,155	2,608	6	2	7	30	72,931	2,757	2,233	6	3	0	54	2,596
Net Increase.....															24	998
Net Decrease.....				453									1	7		

enrolled in the school 107 live west and 98 east of Elizabeth Avenue. To transfer the 107 pupils to a new school building as suggested and the 98 to Miller Street School will make possible the use of the Elizabeth Avenue property for other purposes. The district is decadent, due to the increasing number of factories.

The conditions at Hawthorne Avenue School and at Maple Avenue School require immediate relief. An addition to the last named school has been authorized and will, in due time, be ready for occupancy. The Hawthorne Avenue School is a platoon school and has, in addition, three portable buildings in the yard. There are six classrooms in these buildings. The whole school has twenty-four classes on part time. An adjustment must be made by transferring as many pupils as possible from the seventh and eighth grades to the Madison and the Maple Avenue Schools. This will necessitate more half-day classes in the Maple Avenue School. It is the only way in which immediate relief can be obtained. The permanent solution will be the erection of a building having kindergarten, 1B to 6A grades, inclusive, on the Bragaw Avenue and Wainwright Street plot now owned by the Board of Education

The South Street School houses a Binet class in a basement room. This is not a great disadvantage and may, for the present, be given no further consideration.

The South Tenth Street School may be relieved by a redistribution of the pupils enrolled.

The Summer Avenue School will be relieved by the contemplated addition to the building. The old building should be adjusted and renovated, as per memorandum filed with the Business Manager.

The Sussex Avenue School has not grown in some years. The three classes housed in courts need be given no attention at this time.

The Warren Street School may be permanently relieved by a redistribution of the pupils in this and the surrounding schools. In the meantime the class housed in the portable building is fairly comfortable and does not cause particular anxiety.

The district lying between Garfield and Abington Avenue Schools is building up very rapidly. Soon it will be impossible to find an unoccupied site for a school in this locality. The Garfield and the Abington Avenue Schools are about full, and immediate attention should be given to this matter.

The section of the city lying south of Lyons Avenue and west of Clinton Place is growing rapidly. Many dwelling

houses have been erected within the last few months. It is advisable for the Board to give immediate attention to the purchase of a site in this district.

The Fawcett School of Industrial Arts has a registration of 1468 pupils in the evening, day, and Saturday morning classes. The teaching staff consists of forty-eight instructors. All the rooms in the Fawcett building and thirteen classrooms in the Girls' Vocational School are used every evening. The school is popular and there are more and more pupils availing themselves of its opportunities. The rooms of the Fawcett building are small, poorly lighted, and wholly unsuited for the school. Many of the rooms used have the regulation students' desks, and it is necessary to place adults in children's seats.

The Superintendent of Schools, to meet the above and other needs, recommended:

1. That, if in the judgment of the Committee it is thought inadvisable to erect a junior high school in the southern section of the city as recommended last year, a building be erected on the site now owned by the Board of Education at Bragaw Avenue and Wainwright Street, the same to have sixteen classrooms, a two-unit kindergarten, a standard shop, principal's office, teachers' rooms, medical room, toilets, store rooms, a gymnasium, and an auditorium.
2. That a site be purchased in the territory lying between Elizabeth Avenue and Bergen Street and Clinton Avenue and Hawthorne Avenue. That there be erected on this site a building consisting of twelve classrooms, a two-unit kindergarten, an auditorium, gymnasium, teachers' rooms, principal's office, toilets, medical rooms, stock rooms, and a standard shop.
3. That a site be immediately purchased for a school in the territory lying between Abington Avenue and Garfield Schools, somewhere near Second Avenue.
4. That a site be immediately purchased in the territory between Lyons Avenue and the city line on the south and Clinton Place and the city line on the west, as near the center of the district as may be possible.
5. That a new School for Tubercular Children be erected to contain four classrooms, a kitchen, a dining room, teachers' and physicians' rooms, toilets, a store room, and a solarium, on a site to be purchased in the immediate future.
6. That a site be selected for the Fawcett School of Industrial Arts and that a new building be erected to take the place of the present structure. Provision should be made for instruction in the following named subjects: engineering, mechanics,

architecture, mathematics, English, jewelry, die cutting, metal crafts, textiles, interior decoration, general art, life class, portraiture, illustration, sculpture, general design, commercial art, costume design, millinery, wood craft. These various subjects may be organized into five departments, namely: art, industrial art, mechanical, architectural, and academic. The number of rooms in the respective departments should be:

Art Department	11	rooms
Industrial Art Department.....	20	"
Mechanical Department	7	"
Architectural Department	8	"
Academic Department	8	"

There should be two teachers' rooms on each floor—one for men and one for women, a lunch room, an auditorium to seat 1200 pupils, with two meeting rooms adjacent to accommodate about thirty persons, a library, principal's private office, secretary's office, each with a lavatory, and a main office; toilet accommodations on each floor.

The building should be constructed with adequate corridor space and with a sufficient amount of light for each classroom. No site should be selected unless the light is properly protected.

7. That the property running through the block adjacent to the Oliver Street School on the west be purchased and also that the property adjacent on the east running from Oliver Street School back to the japanning factory be purchased to enlarge the playground of the school.

8. That the property 19 and 21 Hayes Street, south of the Newton Street School, be purchased to enlarge the playground.

9. That the property south of the Cleveland School be purchased for playground purposes.

10. That the land adjacent to the Belmont Avenue School on the north, on Belmont Avenue, be purchased for a playground for this school.

11. That additional land be purchased to increase the playground facilities of the Abington Avenue School.

12. That the playground at McKinley School be enlarged.

13. That the property at the corner of Kinney and Washington Streets, adjacent to the Washington Street School, be purchased to enlarge the playground of said school.

14. That additional land be purchased adjacent to the Wilson Avenue School property, the same to be held for the further extension of said school and for playground purposes.

15. That the property on the east of the South Street School be purchased and the buildings thereon be removed so that

the front and back yards of the school may be connected.

16. That consideration be given to the need of additional playground space at Miller Street School, Camden Street School, Elliott Street School, South Eighth Street School, and Garfield School.

17. That the Vailsburg Playfield be put in order as soon as possible.

18. That present playgrounds be graded, surfaced, and fences erected as recommended.

COMMENT, 1927

The Abington Avenue School needs relief as indicated by six part-time classes. These classes show one year's growth of the school. Garfield School must soon have two part-time classes. Some means should be found to expedite the purchase of the recommended site for a new school between Abington Avenue and Garfield Schools.

The Alexander Street School is located in a growing section of the city. The excess classes of this school are properly accommodated in classrooms made of the former auditorium. The increase in the school shows the need for a new school in Vailsburg. This need is made clearer by a consideration of the rapid growth of the Lincoln School, enlarged in 1925 by the addition of seven classrooms, six of which are now full. Further, the Newark Board of Education is paying tuition to the Irvington Board of Education for thirty-one children living near the Irvington line. There has been annexed to Newark, west of this district, a tract about one-half mile square which will undoubtedly develop rapidly in the near future.

The class in the basement or court at Bergen Street School and the two part-time classes at Peshine Avenue School show the need for action to relieve these two schools. Additional part-time classes will probably be opened at Peshine Avenue School in September to relieve Maple Avenue and at Bergen Street to relieve Hawthorne Avenue. The purchase of the site at Runyon Street and Belmont Avenue should be hastened. It is inadvisable to enlarge either Bergen Street School or Peshine Avenue School. The proper solution of the problem is the erection of a new school at the location indicated.

The conditions at the Hawthorne Avenue School can be relieved permanently only by the erection of the recommended building on the Bragaw Avenue site. It may be necessary to transfer some children to Bergen Street School in September.

The twenty-six part-time classes now in the Maple Avenue School will be provided for when the addition to this building is

finished. If finished by September 1 the thirty classes now in the school and one new class can be accommodated by making the school a platoon school. If there is a greater increase than one class, part-time classes must continue until the Bragaw Avenue School is ready, or pupils must be sent to Peshine Avenue School. Further, this section of the city is growing so rapidly that immediate consideration should be given to the need of another school.

The court at South Street School is used for a Binet class. While the room is not satisfactory, it serves the purpose as a makeshift. It is neither advisable to abandon the class nor to add to the building at this time.

The South Tenth Street School may be relieved by a change of district lines. This has not been done because of the traffic conditions and the long distances to adjacent schools.

The Sumner Avenue School addition, now under way, will, when finished, relieve the conditions there.

The Sussex Avenue School has three classes in the courts. Classes have been housed there for a number of years. The rooms are inadequately lighted and are unsatisfactory in other ways, but nothing has been done because of the demands of other sections of the city. The school has no auditorium, no kitchen, no shop, no gymnasium. It needs to be modernized by having an addition to include these as well as classrooms so the use of the improvised court rooms may be discontinued.

HIGH SCHOOLS. The Barringer High School has been sufficiently relieved by the transfer of pupils to West Side to enable it to have a single session; in other words, it is now a school beginning at 8:45 and closing at 2:45. All the space in the building is in use. Additional pupils would require a return to the former unsatisfactory two-session plan.

The East Side High School now begins at 8:45 and closes at 2:45. Both at East Side and at Barringer great satisfaction is expressed in having the schools again, after a number of years, on a normal basis. The East Side High School which serves the southern section of the city for commercial and technical courses is using all the accommodations provided in this building. The addition just completed enabled this school to go on the one-session plan in February 1927 when its enrollment was 1325 pupils.

The conditions at Central High School are very unsatisfactory. The school begins at 8:35 and ends at 4:00. It has a two-session plan. It had enrolled February 1927, 2324 pupils.

The South Side High School has been able, since September 1, to have normal conditions. It is clear that they cannot

long remain so, for two sessions will be necessary next term. It had enrolled 1719 in February 1927, of which 349 were in the annex at Charlton Street School, using ten rooms.

The annex of the South Side High School is only a make-shift. Parents object to sending their children past the South Side building to the annex.

The West Side High School will require a two-session plan next term. It has an enrollment of 981 pupils. It was opened in September 1926.

The Superintendent of Schools, to meet the above and other needs, recommended:

1. That a junior high school building be erected on a site to be selected west of Bergen Street and south of Madison Avenue, the same to accommodate 1200 pupils, and to contain a principal's office, a medical room, book room, toilets, teachers' rooms, lunch room, art, science, and music rooms, woodworking shop, electrical shop, printing shop, stock room, mechanical drawing room, domestic science room, domestic art room, two gymnasiums, and an auditorium.

Additional high school accommodations for the southern section of the city are an imperative necessity.

The Constitution of New Jersey provides that children from five to eighteen years of age shall be educated at public expense. This gives ample justification for the erection of high schools. They are as necessary in complying with the constitutional requirement as are elementary schools.

The people living in the southern section of the city value education highly. They keep their children in school through the high school period.

2. That an addition consisting of nine classrooms and a stockroom be erected at the northwest corner of the West Side High School building.

3. That there be built as soon as title to the site at North Tenth Street and First Avenue be acquired, a building to contain twelve classrooms, a two-unit kindergarten, toilets on each floor, medical room, book room, teachers' rooms, principal's offices, shop, gymnasium, and auditorium.

4. That a site be purchased in the Vailsburg section for a school to relieve Alexander Street and Lincoln Schools. This section of the city is growing rapidly. If a site be purchased this year a new building could be started next year. The accommodations at each school mentioned will, by that time, be inadequate.

5. That a site be immediately purchased in the territory be-

tween Lyons Avenue and the city line on the south, and Clinton Place and the city line on the west, as near the center of the district as may be possible.

6. That a gymnasium, an auditorium, a shop, a kitchen, teachers' rooms, toilets on each floor, and six classrooms be added to the Sussex Avenue School.

7. That a gymnasium be added to the South Seventeenth Street School. The school is a platoon school. It is seriously handicapped for lack of a gymnasium. It has a combination gymnasium and auditorium but the room cannot be used for the two purposes as needed at the same time. There is, therefore, the necessity of using the court for gymnastic purposes. During the winter the court is too cold and damp to be used as a gymnasium.

8. That a gymnasium be added to the Barringer High School.

With only one gymnasium a high school is under great disadvantage. Girls use it one period, boys the next. This alteration is wasteful, for two sets of teachers must be employed on full time.

9. That property be purchased on Cortlandt Street for a playground for Hawkins Street School. The property desired may be described by saying that the lots included are those between the present playgrounds and the westerly line of the property extended straight through to Cortlandt Street.

10. That a retaining wall be built at the rear of the property, recently purchased, adjacent to the Cleveland School and the whole playground be graded, surfaced, and fenced.

11. That the lot forming part of the present playground of the Wilson Avenue School and fronting on East Ferry Street be sold and that property fronting on Wilson Avenue to the east of the girls' playground be purchased.

The purchase of the property recommended will enable us to have a modern playground at this school. The dwelling houses will be removed and so put an end to the constant complaint of the neighbors about the noise of the Wilson Avenue playground.

12. That the property fronting on Thomas Street east of the South Street School be purchased and the buildings thereon be removed so that the front and back yards of the school may be connected.

13. That South Street playground be graded and surfaced.

14. That Ridge Street playground be graded and surfaced, and that the driveway be graded and concreted.

15. That property on North Seventh Street and on North

Sixth Street be purchased to increase the playground facilities of the Abington Avenue School. The children of this school play on the streets. The congestion in the neighborhood justifies immediate attention to this recommendation, at least in part, if all cannot be done at this time.

16. That the property running through the block adjacent to the Oliver Street School on the west be purchased and also that the property adjacent on the east running from Oliver Street School back to the japanning factory be purchased to enlarge the playground of the school.

17. That the two buildings and the land adjacent to the Belmont Avenue School on the north, on Belmont Avenue, be purchased for a playground for this school.

18. That, taking Lafayette Street and Arlington Avenue playgrounds as models, playgrounds at the following named schools be graded, surfaced, and fenced: Warren Street, South Seventeenth Street, Lincoln, Washington Street, Speedway Avenue.

19. That land be purchased for a playground in that section of the city known as "the island", in the Twelfth Ward.

20. That, when possible, the old section of the Hawthorne Avenue School be razed and an addition containing eight modern classrooms and a teachers' room be erected.

21. That fences be erected around the plots at East Side High and Central High Schools, and that the plots be beautified.

22. That the Ann Street playfield be graded, surfaced, and fenced.

23. That the Vailsburg playfield be graded, surfaced, and fenced.

24. That consideration be given to the need of additional playground space at the following named schools:

Miller Street —purchase land to the east of the property as previously determined.

Camden Street —purchase property fronting on Camden Street and on Fairmount Avenue.

Elliott Street —purchase two or three properties on Elliott Street.

South 8th Street —purchase 25 feet on South 8th Street running through block to South 9th Street.

Garfield —purchase properties on North 7th Street and 50 feet on North 6th Street to the south of the school property.

McKinley —purchase the three properties between the 7th Avenue and 8th Avenue buildings, fronting on Factory Street.

Burnet Street —purchase two properties on Burnet Street south of the school property and adjacent thereto.

Fifteenth Avenue—Purchase property on South 14th Street.

Peshine Avenue —purchase the property south of the Peshine Avenue School.

2. JUNIOR HIGH SCHOOL. There have been made in previous years recommendations for the erection of a junior high school in the southern section of the city, the purpose being to relieve the congestion in the senior high schools and to develop in a more satisfactory way the policy in reference to the reorganization of the school system on the 6-3-3 basis.

The people living in the southern section of the city now send their children to the West Side, Central, East Side, and South Side High Schools. The West Side High School was opened in September last and is now full. It is probable that morning and afternoon classes, or double shifts, will be necessary in September 1927. The enrollment at the Central High School is approximately one and three-quarter times what the building was intended to accommodate. The East Side High School is full, including the addition just completed and occupied this year. The South Side High School, although having one session, will undoubtedly require two next year, in addition to its annex of nearly four hundred pupils. These facts show a congested condition in the high schools which requires immediate attention, for by the time relief is possible the conditions will be very unsatisfactory and detrimental to the children.

The question at once suggests itself, "Why not build a new senior high school?" If that were done, the problem would be only partly solved. It does not, then, appear to be a real solution. It seems better to build a school that will relieve the high schools, and, at the same time, remove the necessity of building additions to elementary schools in a growing section of the city.

A standard junior high school includes the seventh, eighth and ninth grades. To take the seventh and eighth grades from several elementary schools would leave vacant classrooms that could be filled with lower grade pupils. It would be a better use of these large classrooms, too, for the classes of the lower grades are larger than those of the upper grades. The eighth grade pupils should remain as ninth grade pupils in the junior high, thus reducing the number of pupils in the senior high schools. Accommodations in several buildings which now or in the near future will require additions could thus be provided and the senior high school enrollments be reduced.

The alternative of a new senior high school and additions to several elementary schools is less desirable than a junior high school. To build a junior high school seems a better plan both from an economic and an educational viewpoint. The educational advantages have been demonstrated by the success of the three schools we now have on this plan.

The segregation of pupils of the grades mentioned permits the better adjustment of subject matter, method of teaching and management and discipline, and extra-curricular activities to the needs of the children. They are in a period of development which requires different treatment from that of lower grade or of higher grade children. They are outgrowing the childish period but cannot withstand the rigors of the senior high school. Their interests are different. Their needs are greater than those of elementary children, yet not as clearly defined as are those of children of greater age. They need to have work of an exploratory character in order to discover what they can do and ought to do in preparation for life beyond the school age. The failure of children in the academic courses in the senior high school is evidence of the need of the exploratory courses of the junior high schools. There should be less waste in school courses and all the work should be more definitely purposive. The junior high school is a means toward this desired adjustment.

A junior high school should be in a building by itself, for there will then be pupils enough to make the class groups of reasonable size. The pupils should begin in the seventh grade so we may abolish the practice of admitting them in the ninth from other schools. This practice causes two small classes of the same grade in given subjects but at different stages of progress.

3. THE CONSERVATION OF HEALTH. The general health conditions in the school system have been good, and every possible effort is made to keep them so. The city is divided into medical inspection districts; and many of the schools have a registered nurse assigned exclusively to each. There are clinics of various kinds—such as dental, orthopedic, eye, nose, and throat—connected with the Department of Medical Inspection. In addition to the standard and well organized work of this department under the Board of Education, there have been maintained in some of our school buildings Baby-Keep-Well Stations under the direction of the municipal Department of Health. The clinics are well patronized and the work done for babies and for pre-school children is worthy of high commendation. Such a station was recently established as an experiment

under the Department of Medical Inspection of the school system. Its success will unquestionably be followed by the opening of others. The object is to advise mothers how to care for their children. It is certainly an advantage to receive well children into the schools.

The Department of Medical Inspection in all its activities has given efficient service. The report of the Supervisor of Medical Inspection, (see p. 229) will repay a careful examination. It shows the scope of the work of the department and its fundamental importance.

4. ORAL HYGIENE. An interesting and valuable form of health conservation is that of oral or mouth hygiene. Some aspects of it are here noted from the reports of Sadie D. Abrich, Oral Hygienist:

"The attitude towards health education is most gratifying. The benefits to the children must in the nature of the case be cumulative. In 1950, care of children's teeth will be considered even more important than it is today.

"Some of the outstanding features of the surveys made show interesting differences in different type schools.

	A school	B school
Number of pupils examined.....	729	445
Average percentage of pupils with carious teeth	90%	77%
Average number of cavities per child.....	6.5	3.4
Number of decayed six-year molars.....	1,083	332
Extractions indicated	1,629	382

"The condition of most of the molars at the B school were a 'treat' to the explorer. Home care of the mouth was evident. All factors considered—diet, heredity, and environment—the survey brought home forcibly the fact that cleanliness, while but one of the several known factors influencing the health of the teeth and tissues, is a factor of unquestionable importance and one which may be controlled.

"The effort to reach all the primary children of the school system from the first through the fourth grades with tooth-brush drills has been fairly successful. The means employed are of an educational nature, so that tangible evidence of improvement in mouth conditions cannot be recorded. Significant results are not always shown by mere figures. I have noted an improved technique in the use of the brush and increased numbers owning brushes (over 8,500 brushes were sold to the school children this year)."

5. NUTRITION CLASSES. There are now no open-window classes in the schools, all having been abolished at the beginning of the year 1925-26. The number of nutrition classes has been increased. It is our hope that in due time there may be a nutrition class in every school. These classes are more efficient than open-window classes. They are held after school hours, so the malnourished child does not miss his normal schooling

while under nutritional instruction and care. The physicians, the teachers, and the parents cooperate in securing improvement in the physical condition of the children. The detailed reports of these classes indicate satisfactory improvement of the children.

A clear notion of some phases of the work is given in a report by Angie G. Reynolds, Supervisor of Nutrition Classes:

"It is gratifying to report that there has been steady growth, development, and expansion.

"Special attention has been given to the course of study. The subjects included are: physiology, growth and developments; food and diet, food habits; play, exercise, over-fatigue; sleep and rest; fresh air, light, heat; cleanliness; regularity of all habits. This may be adapted to all grades as from the story-and-play method of kindergarten to scientific data used in the high school.

"Another important thing is the close cooperation with departments whose work is directly related to our work as the Domestic Science Department, the Department of Child Guidance and all subdivisions of the Medical Inspection Department. I wish again to emphasize the importance of the medical and physical side of our work. It is the fundamental basis, no diagnosis being made until the child has had a thorough and complete physical examination. Therefore, we do not, to quote Doctor Taliaferro Clark, former Surgeon, U. S. Public Health Service, 'create a false sense of security in the mind of the parents of underweight children, by the temporary improvement following the application of well known principles of hygiene to ailing children, with potential disastrous after-effects, unless the treatment provided is based on medical advice'.

"The value of the work is emphasized by the results, not only as to actual figures where real cures and normal health development have been obtained, but also to the marked improvement in general health; the wider influence of the program in the home;—and the improvement in scholarship and attendance. Remarkable outstanding cases are reported from nearly every school. In the Roseville Avenue School where the intensive work was carried on the previous year; where milk lunches and short rest periods have continued through this year, the principal reports that out of an enrollment of 466 only 13 of the 20 exclusions for the entire year have been because of the illness of a school child. This is an unusually fine record.

"The Contemporary Club of Newark gave to the Department a silver cup to be presented to the school having the highest rate of gain for four terms. It was won by the Elliott Street School, rate of gain 399 per cent for the term February to June 1925; by the Fifteenth Avenue School, rate of gain 457 per cent for the term September to January 1926; by the Miller Street School, rate of gain 432 per cent February to June 1926."

6. PHYSICAL EDUCATION. The Department of Physical Education and Recreation has charge of all gymnastic and athletic activities of the school system, the playgrounds, and the social centers. It works in close cooperation with the Department of

Medical Inspection, particularly in the correctional field. Supervisors, physicians, teachers, and nurses have their attention fixed upon the main purpose and accomplish results in fine spirit. Because of this spirit and this cooperation there has never been felt the need of unifying all health activities under one head.

The non-gymnasium as well as the gymnasium schools are doing work of a very satisfactory character. The plan of having squad leaders in the gymnasiums has proved successful even to a greater degree than was anticipated. It is a pleasing sight to observe a class divided into squads each in charge of a competent student leader, performing assigned exercises—all under the general direction of the teacher. Not only is such a plan helpful to the teacher but it affords an opportunity for capable students to demonstrate and to develop qualities of leadership.

Our health syllabus has been revised to include the latest suggestions in regard to securing and conserving health. The health leagues are in classes below the seventh grade and are also excellent examples of student cooperation and participation. The appearance of the pupils as to cleanliness of person and neatness of dress has greatly improved since the health clubs were formed. Inspections are regularly made each day in which pupils "check up" on their classmates not only in the mentioned particulars but in others, such as reports on "sleeping with windows open", "drinking of water", "brushing of teeth". These clubs have met with hearty approval. They have done and are doing a valuable work.

Health is now one of the great aims of education, and the program includes not only the clinical attention of physicians and nurses and the calisthenic and gymnastic exercises under direction of physical instructors and the study of physiology and hygiene in the regular classrooms, but correctional gymnastics, athletics, play and other recreational activities. There are, in addition, the provisions to remedy and to remove, if possible, physical handicaps from which children may be suffering.

7. CORRECTIONAL GYMNASTICS. Increased attention has been given to posture and corrective physical exercises in our gymnasiums and more clinics for corrective work have been established. This feature of our physical welfare program is certainly important for those who need such attention and care and is justified, just as exercise and recreation are justified for the normal children. A general view may be obtained by reading these excerpts from the report of Florence A. Meyer, Assistant Supervisor:

"The corrective and physiotherapy work was expanded by the introduction of a corrective center at Barringer High School. A small room was equipped for a corrective gymnasium and classes were held three times a week. These classes were only for freshman and sophomore girls, as a teacher from the Market Street center had to be used for the work. The results were most satisfactory as was proved by the fact that at the end of the term Barringer had the highest percentage of improvement in any of the corrective centers. Because of this success a full time additional teacher should be appointed to take charge of the corrective classes for all students at Barringer.

"Photography was introduced this year for records of defects in posture and structure. A photograph taken at the first examination, and others taken again periodically show the improvement. Because the photograph is instantaneous it affords a more accurate record than shadow tracings or simply inspection, trusting to memory.

"The classes at the Market Street Clinic continue as before, corrective classes two days, cardiac classes two days, and the fifth day for examination of new cases and follow-up work.

"The distribution of the enrollment among schools attending the Market Street Clinic, held after school, was as follows:

East Side High.....	32	Madison	5
South Side High.....	36	Miller Street	2
Abington Avenue.....	2	Monmouth Street	1
Avon Avenue.....	3	Newton Street	6
Belmont Avenue	2	Peshine Avenue	17
Bergen Street	4	Ridge Street	1
Burnet Street	2	Robert Treat	19
Central Avenue	4	South 8th Street.....	1
Charlton Street	1	South 17th Street.....	5
Chestnut Street	3	Speedway Avenue	6
Elliott Street	1	Summer Place	1
Fifteenth Avenue	6	Warren Street	8
Garfield	3	Washington Street	6
Hawkins Street	8	Webster Street	2
Hawthorne Avenue	1	Wilson Avenue	7

"In the 179 new examinations made at the Clinic, there were 322 defects (postural and functional) found. The distribution of these defects was as follows:

Scoliosis	26%	Chest deformities.....	4%
Kyphosis	20%	Lordosis	3%
Fatigue posture (only).....	12%	Infantile Paralysis.....	3%
Underweight	8%	Miscellaneous	2%
Flat feet	11%	Spastic Paralysis	6%
Cardiac condition	7%	Wry neck	6%
Overweight	14%	Club feet	3%

"The centers for corrective classes, with their enrollment, are:

Center	Days per week	Enrollment	
		During school	After school
Barringer High	3 mornings	40	.....
Central High	5	204	.....

The status of these classes is somewhat affected by the large number of exclusions which the Medical Inspector has found necessary to make. The exclusions have been chiefly for (a) cardiac disorders without removal of focal infection; (b) enlarged thyroid; (c) post operative cases.

Cleveland Jr. High....	2	64
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There was no room available but it was possible to hold classes regularly in the corridor on the top floor. This corridor is wide and light, with good air.

Charlton Street	1	111
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In the second semester the annex classes of South Side High School crowded out the corrective classes, but a spare classroom was converted into a corrective gymnasium.

Eighteenth Avenue ..	2	108	9
Franklin	2	159	.....
Lafayette Street	1	132
Market Street	2	68	117
Oliver Street	2	189	75

Totals	1,084	201
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Discharged, as cured.....	360
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Discharged, other reasons.....	100
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Total	460
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"Many visitors have come to see the classes, chiefly supervisors and high school teachers from neighboring towns, and the annual visitors from the Springfield College of Physical Education. During the National Convention of Physical Education, many delegates saw the work. A demonstration was given one evening in which all teachers of the staff took part.

"The importance of the work has been emphasized in the schools, by the large silver loving cup which the Contemporary Club gave for the school showing the greatest improvement in posture. This prize has aroused interest among the students and given a stimulus to their effort."

8. ATHLETICS. The value of athletics is acknowledged by all observant people. They are not only useful in building the body and making it efficient, but in developing cooperation and a spirit of sportsmanship. These are especially valuable and desirable in a country where the population is of diverse races and nationalities, and where the individual is less controlled by custom, tradition, and social usage. Team work must be secured by motives within rather than by authority from without the individual. Athletics will and do do this.

The ideal toward which we work is that of mass athletics, so that all may enjoy the benefits. The leagues for competitive sports do a good work. A loyal school spirit follows from their activities.

Athletic meets have become regular features of our program. It has been customary to dismiss the schools for the annual

meets at the Physical Training Field, but a new plan was tried in 1927. It proved satisfactory. The high schools were dismissed as usual for their meet, but only the fifth to the eighth grades in the elementary schools were dismissed for the elementary meet. Children of lower grades, except in special cases, do not attend the meet, and it is not sensible to dismiss them, causing the loss of one-half day.

The Physical Training Field in the northern section of the city has served a good purpose and has demonstrated the need for such fields elsewhere. We now own the land in Vailsburg near the Alexander Street School for such a field and also have acquired the land near the Ann Street School. Both of these fields should be graded, surfaced, and fenced as recommended. The possibility of another for the southern section is the large yard of the Elizabeth Avenue School.

The equipment for athletics was increased by the erection of the stadium at the Physical Training Field. The stadium seats 15,000 people and its completion marks an epoch in the development of athletics in the city. The Barringer-East Orange football game Thanksgiving Day, 1925, drew a crowd of 20,000. This game will be played here in alternate years. It is a classic, having been played between these schools for more than a quarter century. The opening of the stadium was celebrated by holding a circus in which all the schools participated. The events were so varied that the program was one of vital interest from the beginning to the close of the celebration. The grand finale was marked by letting loose thousands of colored balloons by the thousands of pupils who had given remarkable exhibitions of mass work.

9. SCHOOL PARADE. A pageant of the work of the schools under the direction of the Department of Physical Education and Recreation was staged in the form of a parade, given on Bunker Hill Day, June 17, 1926, as part of the civic celebration of the Sesqui-Centennial of the Declaration of Independence. Counting the children of the parochial schools as well as those of the public schools there were approximately 12,000 children in line, the lower grades not having been allowed to parade. The parade took three and a half hours to pass a given point. The program consisted of fancy marching, and, when the parade halted, acrobatic stunts of various kinds, apparatus work, pyramid formations, clog and other forms of dancing—in fact, all types of physical education. There were floats showing "The Mayflower Compact", "The New England Federation Convention", "The Albany Convention", "The First Continental Congress", "The Adoption of the Declaration of Independence." The several schools illustrated different types of school work,

such as manual training, art, domestic art, domestic science. The purpose was to exemplify the activities of the schools in the year 1926. The children of the respective schools were in costume, illustrating different periods in our national development, or gymnasium costume, or in uniform fancy costumes selected for the occasion. Added to the rhythm of marching, the music of bands, and revelry of color there was singing of national airs, notably "America the Beautiful", sung in unison by the marching hosts. The significance of the training of the children, their abounding health, their youthful spirits, their joyous happiness made the occasion inspiring and gave to spectators a sense of the importance and the great and fundamental character of the service of the schools.

10. PLAYGROUNDS. The playgrounds in Newark are too small and too few. This condition is generally recognized, but not remedied. The need of play space in congested urban communities is apparent to observant persons who dwell in the cities. Even the most indifferent will admit that the impulse of children to play is natural and to thwart it is injurious. If children do not play and never learn to play, they will be not only less efficient when grown but less able to endure the strain of modern life. Play is not mere amusement or diversion. It is a means of development and of health. There is then good reason for liberal appropriations to provide and maintain playgrounds as a part of the educational system. They ought to be secured as soon as practicable. The many recommendations in the foregoing pages are based upon this belief.

Play is a form of physical education not less valuable than any system of gymnastics or other formal means of physical education. There is a feeling of pleasure and of satisfaction accompanying it. This is absent in great measure from the formalistic work of the gymnasium. The competition in play is stimulating, and the training in physical efficiency and in self-control is of great importance. The spirit of true sportsmanship when developed in play, as it should be, is of social as well as individual value.

There is good reason for encouragement in the improvement which has been made in the condition of the playgrounds within the last three years. When the municipal playgrounds were transferred to the Board of Education a promise was made that adequate funds for their extension and support would be appropriated. There has been a long delay in keeping this promise and consequently in working out the recreational program.

The great interest of Miss J. Isabelle Sims in playgrounds

and in other forms of social service and her indefatigable efforts as Chairman of the Committee on Playgrounds and Recreation have been potent influences in obtaining gratifying results. While much has been done there is still much to do. The activity and devotion of the present Chairman of the Committee, Mr. Louis C. Schwartz, will, without doubt, continue the good work, until the Board of Education will have accomplished its purpose in providing adequate and well equipped playgrounds throughout the city.

Progress has finally been made in grading, surfacing, and fencing a number of yards and the effort to put the playgrounds into satisfactory physical condition is now under way. There is some division of opinion as to certain details connected therewith, but this is of minor importance in comparison with the real achievement of getting some of the yards into respectable and satisfactory condition. The long delay in negotiating for additional property in several instances, even when money was available, was a disquieting influence. In some cases this was due to legal obstacles which were finally removed. The two yards which may be cited to illustrate, in the best way, the delays causing slow progress are the yards of the Lafayette Street and the Webster Street Schools. Negotiations for adjacent property to these respective schools were finally successful, after long vexatious delays, and the yards were put into excellent condition. They are now really attractive and are worthy models with level surface, 18-foot wire fences, and adequate apparatus. The same is true of the Arlington Avenue, the Morton Street, and Prince Street yards. Those at Sussex Avenue and Central Avenue Schools have been fenced in like manner, but attention is still needed to improve the grading and surfacing. Work is under way to put the yards of South Eighth Street, Camden Street, Montgomery Street, Elliott Street and Robert Treat Schools into first-class condition. The properties adjacent to Cleveland School and to Warren Street School have been acquired and will, it is hoped, soon be put into a condition equal to that at Lafayette Street and Webster Street Schools.

A survey of the general conditions gives cause for satisfaction, although it must be somewhat discounted in view of the delay in securing the property recommended for purchase in connection with Oliver Street, Hawkins Street, Belmont Avenue, and some other schools. The need is pressing and action should be taken in the near future. Not only should this be done, but energetic and effective efforts should be made to put all yards into proper condition.

The conditions having been improved the question naturally

suggests itself as to the work done in recreation. Are the playgrounds functioning as they should? We have not only the summer playgrounds but all-year playgrounds, after-school playgrounds, and evening playgrounds, and the question is proper. It is conservative to say in reply that we have a program of real value, and it is well followed. The range of the work affords ample opportunity to meet the needs of the mass of children. There is free as well as organized play and sports receive a great deal of attention. There is full opportunity for child initiative and there are many channels for the expenditure of physical energy in profitable ways. The apparatus used is of approved type and every precaution is taken to safeguard the children. Accidents are comparatively rare in view of the numbers who visit the playgrounds, and inconsequential in number.

Allen D. Backus, Supervisor of Manual Training, was assigned by the Superintendent to supervise the manual occupations of the playgrounds in the summer of 1926. He was very successful and fully met the confident expectations of the Superintendent. Some features of his report are unusually interesting, hence the following excerpts therefrom:

"The work assigned to me in connection with the playgrounds was a new experience. I undertook this work after the projects had been selected and materials ordered.

"I met with a delightful spirit of cooperation. I found that most of the teachers in charge of this work are extremely capable not only from the standpoint of technique but also in arousing interest. The spirit on the playgrounds is excellent and I am impressed by the splendid personality of the directors and their assistants.

"Exhibitions were held in most of the playgrounds and I think there could be no question as to the quality and quantity of the work done during the summer term.

"My observations convince me that materials for the occupational work are well looked after and are distributed intelligently. A feeling seemed to prevail in the Department of Supplies that large surpluses stored away in the schools were carried over from year to year. I saw no indications of any such condition and am convinced there is no waste. A great number of children are provided with occupational work and quantities of articles are completed.

"An interesting feature of the playground work was a Kite Tournament held in Branch Brook Park August 10. This was, I believe, the first event of this kind to be held in Newark. Over 200 boys entered kites, many of them beautifully decorated and carefully constructed. Medals were awarded to the winners in three groups—i. e.—artistic or unique kites, high flying kites, and one-eighth mile kite race. In spite of inadequate materials and the short time possible to prepare for the event, it was entirely successful. A Kite Tournament might well be an annual feature of the playgrounds. Another year I believe great



THIRD GRADE STUDENTS IN SOUTH EIGHTH STREET SCHOOL ARE PROUD OF
THEIR HUNDRED PER CENT DENTAL INSPECTION CHART.

enthusiasm would be shown and it would not surprise me to see a thousand kites entered.

"Practically all of the materials ordered for the occupational work are for problems designed to be made for girls. Except for a small amount of kite material nothing is provided for the boys. Four hours is a long time to be devoted to strenuous play and it would seem wise to provide some activity for boys.

"I would suggest and most urgently recommend that where playgrounds are at buildings having a manual training shop that such shops be kept open and materials provided. I would suggest that a regular manual training teacher be in charge of this activity and that boys selected by the playground director be sent to the shops. I should like to see this work so carried on as to develop to as great an extent as possible initiative on the part of the boys. Some years ago shop work was a part of the summer school work. With a change in objectives this work was abolished. To replace it as a part of the playground work would do much to strengthen the playgrounds and would undoubtedly mean the enrollment of many new boys.

"While I found the work of the summer enjoyable, I must report that it was impossible to give the time to supervision which I feel should have been given. Summer schools in the morning, playgrounds in the afternoon, supervision of manual training and printing in the all-year schools, necessary meetings and individual conferences, the preparation of schedules for the fall term, the state report, etc. meant that I had to apportion my time with considerable care. Summer school teachers came to the office for help, generally in the afternoon. The occupational work in the playgrounds for girls, because of its nature, should be supervised by a woman. I would recommend that if shops are added, two women be appointed—one to supervise the playground activities for girls and one to supervise the primary manual training in the summer schools. This would leave the all-year schools, playground work for boys, etc., under my supervision. I would suggest, in fact, that all occupational work in the playgrounds be under one head and that the woman supervising the girls' work be an assistant."

There is sometimes misapprehension as to the proper policy to be pursued in recreational work and sometimes there are suggestions made that have not been fully considered by those who make them. Some people claim that children take to play naturally and it is necessary only to afford play space, for if left alone they will invent their own forms of play and carry them into effect. This view is based upon inadequate knowledge of child nature. It does not allow for differences of disposition nor for difficulties created by numbers. To make play successful it must be cooperative, friendly, directed, and controlled. There must be directors and instructors to suggest and guide the activities of children of various ages, large numbers of whom visit the playgrounds. They have a diversity of interests as well as unbounded energy. The task presented is one requiring knowledge and ability, demonstrated in convincing

fashion by the instructors. It is not too much to say that not only is enjoyment afforded but the educational interests of the children are served in the playgrounds.

II. SOCIAL CENTERS. The number of social centers has recently been increased as well as the number of evenings each is open. These centers afford opportunities for club meetings of various kinds, for gymnasium classes, for free play, for basketball games, and for dancing.

The following shows the plan of social centers:

Typical Program

- 7:30—8:00 p. m. Older boys and girls assemble in club rooms.
 Student Council Meeting.
 Talk over problems and decide ways and means.
 Assign club advisers.
- 7:30—8:30 p. m. Younger boys or girls in gymnasium.
 Basketball games.
 Boxing and wrestling.
 Group games.
 Younger boys and girls sent home.
- 8:00—9:00 p.m. Club meetings.
- | | |
|------------------------|------------------|
| Parliamentary practice | Ukulele practice |
| Reports | Glee clubs |
| Health Leagues | Social hour |
| Savings accounts | Art group |
- 9:10—9:30 p. m. Older boys and girls in gymnasium.
 Social Dancing
 Basketball
 Volley ball
 Indoor baseball
 Boxing

Special Activities

- Once or twice a month the center assembles with all clubs meeting in the auditorium, kindergarten, or some large room.
 Talks by the director
 Talks by prominent citizens
 Lectures
 Entertainments given by one club for the amusement of all clubs.
 Exhibition in tumbling, pyramid, etc.
 Moving pictures
 Musical entertainment
 Banquets or spreads
 Holiday celebrations
- Some very ambitious clubs are organized who carry on
 Batik work
 Tying and dyeing
 Singing societies
 Orchestra organization
 Savings bank accounts.

The program appeals to young people who work during the day. Recreation under the proper conditions which here exist is easily obtained. The work is good and the influence of the centers is beneficial. The Boy Scouts and the Safety League hold meetings at these centers. It is a pleasure to commend the social centers and to recognize the importance of their activities.

12. SIGHT CONSERVATION CLASSES. Two classes of unusual value and interest are the sight conservation classes, one at Eighteenth Avenue School for the southern section of the city and one at Webster Street School for the northern section. These classes are for children of elementary school grade who have more than one-tenth vision but because of eye defect or disease cannot read or see the figures or reading matter placed upon blackboards. There is another group of children who can see the blackboard and can read the textbook but with such effort and such strain on their vision and on their nervous system that both are likely to be impaired. These classes for the near blind mark a step forward in educating handicapped children.

The rooms selected for the use of these classes have a north-east exposure. The rooms are of standard size and have unilateral light. The windows cover an area of one-fifth of the floor area. There are two shades to each window, one to cover the upper and one the lower part. They may be operated from the middle rail. They are buff in color and of translucent material in order to transmit as much light as possible. The color of the walls is also a light buff while the ceilings are white. There is a dull finish to the light colored wood. White or glassy surfaces for side walls are not only objectionable but injurious. The method of artificially lighting the rooms on dark days and on short winter days is the best. This is a matter which has been worked out by scientists. Indirect illumination with sufficient light well diffused throughout the room, but without glare, is desired. Shadows and reflections are to be avoided. It is apparent that the intent is to protect what vision may be left to the children placed in the classes.

Blackboard space in these rooms is small for the boards absorb the light. Light neutral gray or manila colored paper is substituted for the blackboards. Blackboard cloth or slate is necessary to some extent but its use is reduced to a minimum.

We have movable seats, for the children must be able to move the seats near to the windows or slates or charts. The textbooks are of large type as well as the charts. Many of the textbooks now used in schools are available in large type for this purpose. Pencils are used with soft thick heavy lead

to make a broad easily seen line. All pen work is omitted. The occupation and manual work is only of such type as to remove strain. When necessary the oral instruction of the teacher is substituted for learning from a book.

Miss Martha Mangold and Miss E. Louise Koehler, the teachers in charge of these classes, were recommended for appointment because of their record of success in the regular schools and because they are personally well fitted and equipped to undertake the instruction. The direction of the work in sight conservation and for the blind is in charge of Miss Janet G. Paterson, head teacher of classes for the blind. Miss Paterson is recognized as an authority in this field. Her work in Newark has conferred distinction upon the city.

It is particularly gratifying that the Board of Education authorized the sight conservation classes. The great expense makes it impossible to have them in every school. Children must travel the distances to the classes. That is a small matter in comparison with the great benefit to be obtained by study under the conditions provided. It is an evidence of the enlightened policy which seeks to make the schools serviceable to all classes of children.

13. CLASSES FOR THE BLIND. The classes for the blind are doing a great deal to make life worthwhile for these handicapped children. Most of them are congenitally blind, but some are so from various causes. They are rightfully charges of the state just as normal children are in the field of education. The educational system was founded by constitutional provision for the perpetuity of the state, not merely for normal but for *all* children.

The children in these classes after they learn to read Braille—American and not British Braille, at this time—are treated as *sighted* children as far as possible. They travel around the building just as sighted children do. They play in the yards. Everything possible is done to make them independent and self-reliant and efficient. One student wrote a dictation from me on the typewriter. It was perfect in spacing, in arrangement, in punctuation, in spelling, in paragraphing. The academic work of the students is done in the several classes of the sighted children. The special teacher put into *Braille* the lessons each day and the blind pupil has the reading book of the grade in *Braille*. Their work in all subjects is worthwhile and creditable to them. The earnestness and application of these blind children are beautiful to see. Some of the graduates have finished the high school under the guidance of the teachers of the blind and a few have pursued college courses to degrees. The devo-

tion of the teachers and the cooperation of regular class teachers with them are worthy of the greatest appreciation and commendation.

14. SCHOOL FOR THE DEAF. The deaf children are segregated in one building, but there are, too, classes of normal children housed therein. There are ten classes of the deaf in the school and they study an eight-year curriculum. It naturally takes longer for these children to complete the curriculum than for hearing children to do so. The subjects pursued are the same, but most of the deaf children are congenitally so and they have many handicaps to overcome. Like the blind children, they enter the high schools after graduation from the elementary schools. They are the beneficiaries of a method of instruction which produces amazing results. Having learned lip reading from their special teachers they return to them only for assistance in their high school studies. These special teachers are wonderfully skillful, able, and devoted.

It would be an advantage to have a special building erected for this school inasmuch as the one now occupied could be used wholly for normal children in the grades. The classes for the deaf contain from seven to nine children and these classes occupy rooms designed for much larger classes.

15. THE SCHOOL FOR CRIPPLED CHILDREN. The classes for crippled children were brought from other buildings to the new building—the School for Crippled Children—just before the summer of 1925, but the school was not fully organized until the fall of the same year. The additional accommodations made expansion of the school possible. The number of pupils and teachers was increased, the curriculum was enriched by the introduction of systematic instruction in manual arts, and proper care and clinical treatment of the children were made possible by satisfactory equipment. There is play space on an uncovered porch, where the children may be seen in their wheel chairs playing ball and other games. A section of the park nearby has been assigned to them for games. It comprises a baseball field, miniature golf course, and tennis courts. The children are transported often there for the noonday outing. The school does not have a sufficient number of buses to get the children to school at a given time, but must have them arrive in relays. This is a disadvantage which ought to be remedied. The facilities, otherwise, are convenient and adequate.

The physiotherapists connected with this school are well fitted for their work, having had special training and experience in hospitals in addition to their academic education as teachers. They are under the direction of Dr. Edgar A. Holden, Jr., an

orthopedic specialist in charge of the Home for Crippled Children. In this same hospital, as well as at the City Hospital, classes are maintained as annexes to the school, for those children who cannot be taken to the school. The happiness of all of these children is a joy to the observer. Their academic as well as their hand work is well done and the classrooms are veritable hives of industry where the children are active participants in intellectual as well as manual pursuits.

The corps of teachers is superior, having been selected for personal and professional fitness. The success of the school is outstanding and confers distinction upon the city.

16. SPEECH IMPROVEMENT. The improvement of the speech of the children in our schools includes special training to correct stuttering, stammering, and lisping. There will be in September 1927 nineteen centers established in a number of schools and the teachers go from one to the other on designated days. It requires great patience in many cases to improve children who have formed these objectionable habits, but many cures have been effected and great progress has been made in severe cases when the pupils persist in the training. It is the intention to extend the work throughout the school system and to further the good cause by having the regular teachers instructed by the experts so that audibility and clear enunciation may be more common characteristics of the children.

17. UNGRADED SCHOOLS. The so-called *ungraded* schools are the property of the Board of Education, and are under its management and control. There are three of them—the Chestnut Street Ungraded, the South Tenth Street Ungraded, and the new Arlington Avenue School. The word *ungraded* is not a part of the name of the Arlington Avenue School. The word seems necessary in the names of the other two schools, for in each case there are grade schools of the same name on the respective streets. There are so many advantages in giving the name of a street to a school located thereon that it is regrettable that *ungraded* must be retained. It is objectionable because it tends to call particular attention to the character of the schools. They are often called unofficially schools for “incorrigible” boys and names less agreeable; thus a stigma is implied and sometimes attached to them. It is undesirable, for the boys sent to them are in most cases the victims of ignorant and depraved parents and of unfavorable and revolting homes and environment. If the parents could be reformed and the homes improved, the boys would be amenable to the discipline and instruction of the grade school. *Street* associations and education have added to the worldly wisdom of these boys, and they

are mature beyond their years. They possess abundant energy which has not been well directed. They delight in *doing* things. The curriculum for them is one containing the manual arts and plenty of physical exercise as well as academic subjects. They not only have shop and gymnasium work and games but prepare and serve the luncheon each day. The Chestnut Street and the South Tenth Street Schools have for a number of years cultivated with great success large gardens, giving occupational training as well as raising vegetables for the school luncheons. These schools have thus done an excellent piece of work.

The Arlington Avenue School is larger than the other schools, of bungalow type with a good playground. Its rooms are light, spacious, and attractive, and the school is well equipped. Two entertainments, somewhat notable, were given by the school during the last year. One was the entertainment at luncheon, prepared and served by the boys, of the Superintendent and members of his staff. The tables were covered with spotless linen and each had a vase with flowers at its center. They were set according to the approved custom of the day with napkins for each boy. The flower holders and the napkin rings were made by the boys in the shop. Each table had at its head a boy who was the responsible host for the small group. All the amenities of such occasions and table etiquette were observed in a most natural way, nothing forced or stilted. The occasion was an educational demonstration of great value. The other was an evening entertainment, the dedicatory exercises for the new building. There was a good speaker to address the boys on an appealing subject, and short addresses of congratulation. The school sang several selections. The boys gave their school yell, and exhibited their shop work, gave gymnastic drills, and saluted the flag. A group of former pupils was present and these boys joined with those now at the school to show their loyalty to the school and their appreciation of the teachers.

These schools must be unusually attractive and interesting to *re-form* boys who have formed the habit of truancy and to change their bad behavior, which is often what psychologists call a defensive measure. There must be substituted for the cursing, quarrelling, drinking parents the kindly, strong, sensible, capable, inspiring and friendly teacher who will not twit the boy with his failures, misfortunes, and handicaps but who will sympathetically and efficiently help him. Weakness of the teacher means failure of the pupil. His or her firmness, tact, good judgment, and effective kindness bring success. It is better to lead than to drive, to secure willing submission to authority and happiness and cooperation than to use coercive measures, although these may be necessary at first or at times in the

metamorphosis which these schools effect. They are essentially character-forming, and not academic or vocational schools.

18. BINET CLASSES AND SCHOOLS. The segregation of so-called feeble-minded children in special classes and schools has been somewhat retarded for lack of money. That it is a necessity is gradually becoming clear to a large number of people. Children of low mentality are discouraged when in competition with others more gifted. Their development is retarded. The academic curriculum is not adapted to them and justice to them demands that they be given work that they can do and which will contribute to their development and make them efficient. Dr. Meta L. Anderson, director of Binet classes and schools, reports the case of a mother who called at one of the Binet schools a few years after her son had left the school and had been working. She said the boy was sticking to his job and was more helpful than another son who had gone to work from the grades. Another case is cited of a mother who said, "You have taken my worst and made her my best." Such evidences of appreciation are now common. The schools have been so successful that parents tell each other of the benefits and the opposition to segregation has disappeared or is so rare that it is negligible.

Several additional isolated Binet classes have been opened in grade schools but no new centers have been established. The number will be increased as rapidly as possible. The plan of organization provides for training the younger Binet children in these classes in the local grade schools and their transfer when about twelve years of age to the Binet centers which are equipped to do higher grades of work. Children under twelve cannot travel long distances to the centers because of traffic perils. The policy of having the local class for the younger and the center for the older children is a good one. It is a matter of great regret that vocational schools do not want children of this type, for we cannot in our centers give as complete a vocational training as the children have shown themselves capable to take.

The attitude of teachers in the schools and classes having children of low grade mentality is admirable. They assume responsibility and do not admit the possibility of failure. The most unpromising cases are taught patiently, persistently, and cheerfully. The methods of teaching and the methods of handling behavior cases are constantly improving under the able leadership of Dr. Anderson. While all such cases have not been successful, many difficult cases of behavior disorders have been markedly so. The efficiency of the teachers, their cooper-

ation, their devotion, their high professional standards are worthy of cordial commendation.

Dr. Anderson gives a general view of the classes and schools in these words:

"Our aim has been to teach all the children assigned to our schools, and not to choose a few of the more capable ones for some show work. We expect to train our pupils in such a way that they will be successful members of the community when they are ready to leave school. We regret that we fail to send out one hundred per cent successful children, but we feel certain that our percentage of successes will compare with the percentage of successes from many other schools. I hope to be able to make a study which will prove this point when there is time.

"Our standards of work have steadily risen as we have gained more knowledge of the capabilities of the retarded children along certain lines, and as we have improved our methods of teaching, and our organization. In our activities which are the important subjects in the Binet schools and the means which we use to train our boys and girls to become useful young men and women, we have made considerable progress. We have now completed tentative courses of study in these activities, i. e., wood work, industrial manual training, which includes primary manual training of the grades, as well as more advanced work in chair caning, basketry, brush making, and weaving; sewing, household science, physical training; auto mechanics and electrical work. These tentative courses of study are graded from kindergarten to the eighth grade inclusive. The standards of work are identical with those of the regular grades.

"It has not been possible to have all of our pupils go successfully through the entire course. The chief reason for this is that we do not receive the children early enough to give us the time to do the work before they are old enough to leave school. It is our belief at this time that we can train any child who finally reaches a mental development of nine years, or even eight years, to complete successfully the eight grades of work in the activities, if the child enters the Binet schools early in his school career, and provided there is not too great an instability in his personality make-up.

"We have been keeping in touch, as far as it has been possible through the efforts of the teachers, with children who have left our schools to take their places in the community. These children are giving a very good account of themselves. If the parents of our children knew how to express themselves where they could be heard, the school people of Newark would indeed be surprised at what is being accomplished in the Binet schools for children who, after all, were sent to the Binet schools because they are marked failures in the graded schools."

19. SPECIAL CLASSES AND SCHOOLS—SUMMARY. The humanitarian phase of public education represented by special classes to meet the needs of handicapped children is comparatively new. It is a blessing which the parents of such children appreciate and value. They know the contribution that is made

to happiness and efficiency through the activities which are now fully recognized as legitimately a part of a modern school system, representing a civilization founded upon equal opportunity for all. The following general summary shows the degree of progress which has been made in the expansion of the number of classes and schools and personnel:

Kinds of Special Schools or Classes	Special Schools			Special Classes*		Total No. Special Classes		Individuals connected with special schools and classes				
	No. of Schools	No. of Classes	No. of Pupils	Number	Enrollment	Number	Enrollment	Teach-ers		Other Persons		Total Number of Individuals
								Full time	Part time	Full time	Part time	
Ungraded.....	3	7	149			7	149	10	1	3		14
Anemic.....	1	2	40			2	40	2		2		4
Crippled.....	1	6	154	2	50	8	204	8	2	4	2	16
Blind.....				2	20	2	20	2		1	2	5
Sight Conservation				2	32	2	32	2			2	4
Deaf.....	1	10	86			10	86	10	5	2		17
Speech Defect.....				*13	598	13	598	4		5	13	18
Subnormal.....	5	33	540	9	147	42	687	42		9	10	56
Coaching.....				7	232	7	232	7			7	14
Nutrition.....	*11	275	11,198	x34	1360	309	12,558	10		1	11	22
Corrective Gymnastics.....				**120	1371	120	1,371	6	6		6	18

* Centers—work largely individual.

** Groups—work largely individual.

• Type B—whole school is on an intensive program of nutrition work for health improvement.

x Type A—work with specially under-nourished pupils, with after school classes for parents as well as pupils. The enrollment given is for pupils.

20. BUREAU OF ATTENDANCE, CHILD WELFARE AND SCHOOL CENSUS. This department was formerly called the Attendance Department, but its several types of work are now recognized in its new name. The rearrangements of personnel and duties which recently occurred contribute to administrative efficiency. Investigations conducted by the attendance officers are thorough and lead to effective action. The useful character of its work is universally acknowledged. Statistical information in reference to the department may be found in the appended report of the director. (See p. 207).

The procedure is to investigate cases of truancy, insubordination or dereliction of any kind reported by principals; to transfer first offenders, if justified, to distant schools so that new

associations may be formed in a new environment; to transfer them, if the first trial fails to secure good conduct, to what is called an ungraded school; if that does not reform the offender, he is then transferred to the City Home at Verona. This institution is not under the Board of Education but is owned and managed by the city. Commitment of boys to it is made by the Juvenile Court, the complainant being the Director of the Bureau of Attendance, Child Welfare, and School Census.

21. DEPARTMENT OF CHILD GUIDANCE. Mental hygiene is of equal importance with physical hygiene. For several years examinations have been made of children to determine grades of mentality and causes for mental disturbance among the "problem" children enrolled in our schools. Dr. Francis N. Maxfield and Dr. Frank H. Reiter developed the work to the point where its worth was fully demonstrated. Both of these able men were called to more lucrative positions in larger fields of work. When Dr. Reiter resigned it became evident that better conditions were required in Newark to secure and retain the service of men of the requisite training and of outstanding professional fitness and attainment. The recommendation was made and approved by the Board of Education that a new department to be called the Department of Child Guidance be established, the cost of personnel to be approximately thirty thousand dollars. The field to be assigned to this department was that of mental hygiene.

The scope of the new department as apprehended was to be broader than the examination of pupils to determine their mentality for segregation in Binet classes or schools. It was to include a scientific study of all children in the schools as a basis for the classification plan followed and of differentiated courses of study. This, of course, embraced normal as well as subnormal children. The work involved was so tremendous that it demanded a wise course of procedure if any permanent gain were to be made. It could not be undertaken all at once but only in sections. The mentally disturbed and unbalanced children with those of inferior mentality would need to be considered as preferential classes requiring immediate examination, but at the same time some grades could be intensively studied as one of the broader aspects of the great problem ready for solution. It was decided that the intensive study should be confined, at first, to the kindergarten, the first and second grades, and to extend this as rapidly as funds permitted. This program is a cause for genuine satisfaction. It is undertaking the solution of pressing problems in a scientific manner. The ultimate good will be tremendous.

Dr. Bruce B. Robinson, connected with the investigations

conducted under the auspices of the Commonwealth Fund, was invited to head the new department. He came to Newark with some years of successful experience, was well equipped, and well fitted personally and professionally for the work he was called to do. His fitness is acknowledged and that of the psychologists and visiting teachers who constitute the personnel of the department. The selection of these assistants and the organization of the department reflect credit upon his judgment. A clear notion of the work of the department may be obtained by the following, taken from Dr. Robinson's report:

"The Department of Child Guidance consists of the following personnel: psychiatrist, head visiting teacher and four assistant visiting teachers, head psychologist and two assistant psychologists; two stenographers. The department was, at first, housed in a private residence in a quiet residential neighborhood, the intention being to avoid any resemblance to a dispensary or court. Later it was moved to a house on Bergen Street owned by the Board of Education.

"The department has adhered to the policy of spending at least half of its time in work with children in kindergarten and first grade. Thus treatment is begun when it will be most effective; the child has not been allowed to become an increasing problem to his teachers until in the higher grades he forced some severe disciplinary treatment; by this early aid in adjusting to school, the child's opportunities for success in school have been increased.

"School regulations require an examination of all pupils who are candidates for a Binet class or an ungraded school; also pupils expelled from school. During the summer of 1926, two psychologists examined 512 children by individual tests, and about 400 by group tests to select those children who needed transfer to Binet classes. Large numbers of such candidates were referred to the department for examination, and afternoons were devoted to such examinations. It was soon discovered that the Binet classes were full, and that few children recommended for admission could be received. It is now the practice to examine a retarded child only when there is a vacancy in a class to which he might be sent. Many complaints are received from principals because these retarded children are not examined and transferred. All children found unable to profit by school instruction (socially immature, I. Q. below 50, and probably unable by the best of training to care for themselves) are recommended for exclusion from school, and placement in an institution. About thirty have so far been recommended for exclusion. It has been recommended that such terms as 'feeble-minded', 'defective', 'imbecile', 'moron' be not used in reference to any child who is to continue as a pupil in the public schools since such terms are inexact, lead to a feeling of hopelessness in regard to these children, because they are thereby stigmatized as entirely different from other pupils rather than as differing only in learning ability, and because they have an unpleasant and prejudicial sound. More useful from an educational standpoint are qualifications of the learning ability as inferior, poor, very poor. Fifteen cases a week have been examined by appointment

from the Attendance Department. At the request of that department the examination is limited to giving a basis for a decision as to whether the child belongs in a Binet class. Because there are almost twice as many as are now examined that the Attendance Department wishes to refer, plans are being considered to give group tests for the recognition of probable Binet cases.

"Among the problem children referred to the department there has been a large proportion of pupils with inferior learning ability whose difficulty and unhappiness in school seems closely related to their repeated failures, their retardation in grades with younger children and their inability to profit from a curriculum which is wholly academic, and which does not meet the desire of the boy of twelve years and over to have school work which he can see is preparing him to drop out of school and earn a living when he reaches the legal age limit. Because of the frequency of these cases among the problems recognized in the schools (probably two-thirds of the truancy and suspension cases belong in this group) it is believed that sufficient treatment as well as prevention needs the assistance of special handling for these children. The Department of Child Guidance by psychological testing is assisting the principals of two schools to place in special groups the boys of eleven years and older who belong in this classification of 'inferior learning ability.' The department is much interested in the recognition of the pupils who have very superior learning ability (I. Q. 120 plus) and has included in the testing program the selection of such children for eventual placement in so-called "Terman classes."

"The demand for psychological and visiting teacher service is many times the ability of the department to meet. Several principals have asked that visiting teachers be assigned to their schools. The aid of the department has been requested in testing special groups of children, and in reclassification of grades.

"The department has realized the need of aiding the community as well as the school personnel to understand the work of the clinic, of the visiting teachers, and of the psychologists, and the cooperation of these different sections of the department in study and treatment of problem children. Articles about the work have appeared in several magazines, in the school bulletin, and in the daily papers. Talks have been made to such organizations as the Schoolmen's Club, the High School Men's Club, the principals' meeting, teachers' meeting, social service groups, church groups, Parent-Teacher meetings, and state conventions. Principals, vice-principals, and teachers have attended the staff meetings of the department at which cases were discussed."

This program is full of beneficial promise to the schools, and, after two years, it is clear that we are accomplishing measurable results.

We have classified very closely and scientifically the pupils of the kindergarten, first and second grades, and are changing our work experimentally in classes of low grade mentality in some schools. For lack of funds, progress has been retarded but it is clear that the "direction we are traveling is right." The good to the children in the schools of the labors of the psychologists and the visiting teachers is so great that only by knowing it

can its value be fully appreciated. The character of the service rendered may be known to some degree by reading the report of Dr. Robinson. (See p. 188). It is safe to say that the future progress of public education is dependent in great measure upon the classification of the masses of children into fairly homogeneous groups, and the adjustment of the work to them. In no other way is it possible to achieve the results which the effort and money expended justify the public in expecting. No other public school problem is more far reaching. We have made progress in the division in the regular schools into the three classes of bright, average, and slow children and in segregating the feeble-minded, but much still remains to be done. We have an excellent system of schools and classes for feeble-minded, but are not able to give special care to all such children enrolled. We are not neglecting the more capable or so-called "bright" children. There are many such classes in the schools but less emphasis is placed upon their achievements than is deserved. These children are often unconscious that they are accomplishing more than the required amount of work. The effort is not made to hasten the educational process beyond the maturity of childish minds, but to enrich the content of the courses and to make them worthwhile for these able children.

22. THE EVENING SCHOOLS. The evening schools are becoming increasingly serviceable to adults and to youths who are earnest in seeking to improve themselves and their condition in business. Such students apply themselves and real progress is made. The system includes Americanization classes and one school which devotes its chief energies to Americanization work, nine other elementary schools, and four evening industrial and commercial high schools. There was opened in September 1925 the Barringer Evening High school, an academic school on the same plane as day high schools, the first of the kind in New Jersey. The Legislature passed a law giving a subsidy for each teacher, every one of whom was to meet all the requirements for a day high school license. The total enrollment for the first year was 980 and the number on roll for the month of June, the end of the term, was 395. It was expected that many would enroll but leave when they found application and persistence necessary. That occurred, but the number of students throughout the year was so satisfactory that it proved many were glad of the chance to finish their secondary work. The students were largely persons with incomplete day high school records, who were forced by circumstances to go to work before completing their course. They were an aspiring body of young people, well deserving the opportunity which this school afforded.

This important addition to our high schools begins and ends

its year as do the day high schools and in every respect except that of one session is like the day high schools. It holds a three-hour session with four forty-five minute periods. No one is admitted who is not a day elementary school graduate or who does not pass an entrance examination in essential subjects. The school has been successful. Five students were graduated in June 1926, the first class of high school pupils in New Jersey to graduate from such a school. In June 1927, there were 17 graduates.

It was necessary during the last year, for lack of funds, to close the evening playgrounds and social centers and discontinue some other forms of school activities. It was decided to close the evening schools February 4, 1927, for the remainder of the academic year, except the Morton Street Americanization School, the Barringer High School, the Central High School, and the Fawcett School of Industrial Arts. This date was selected in order that the schools might remain open sixty days so that pupils who desired to secure academic credit might be admitted to the state examinations. The closing was regrettable from every viewpoint.

Alexander J. Glennie, Supervisor of Evening Schools, comments on the work of the evening schools thus:

"Analysis of the attendance statistics of Newark's evening schools for a number of years discloses the fact that there is a clearly-defined trend of increase in the number of high school pupils, and a decrease in the number of elementary pupils. The reason for the decrease in elementary numbers is easily accounted for. Extension of the age limit within which compulsory education applies, and its corollary, the continuation school law, has taken out of the evening schools practically all pupils under sixteen years of age. The limitation of immigration, first by war conditions, and later by the drastic reductions enforced by the quota system of admission, has cut heavily into the numbers of aliens coming to this country, who sought in the evening schools the surest and most convenient means of acquainting themselves with at least the most utilitarian phases of written and spoken English.

"For these latter there remains further work that the evening schools may do in carrying out an extended program of Americanization but to engage them seriously and in large numbers in a program extending over a period of several years requires the active cooperation of civic forces. Such forces are at work, and are measurably successful in inducing the foreign-born to take up and carry on the program of work planned for them. Much more can yet be done in persuading these primarily interested that the schools present for them a valuable opportunity. The facts are, however, that the majority of the foreign-born drop out of evening school as soon as they have acquired the more utilitarian elements of English.

"Another group for which the evening schools are always ready to furnish full opportunity is the under-educated adults of

English-speaking stock, who, through their own neglect, or laxity of the compulsory laws in their earlier places of residence, have failed to get the schooling that their present industrial position makes desirable. We have a number of classes made up of such, and they are doing an excellent work.

"In total enrollment and attendance there is a steady upward growth. For this increase, then, the high schools are responsible. This is entirely consistent with the facts that appear in the day school situation, where the most notable outstanding feature of distribution is the great increase in high school attendance. In the day high schools three major factors of the situation help to explain this phenomenal increase; namely, the application of the compulsory attendance law; the increased industrial prosperity that makes parents feel that it is possible to give their children more education, themselves getting therein a social satisfaction; and the more exacting demands of business and industrial life, which insist on certain minima of education as a prerequisite to employment.

"It needs no seer, then, to predict that the high school departments of the evening schools are those that will continue to show numerical growth. Here the pupils are given opportunity to make up the deficiencies in their preparation which are disclosed to them when they get into employed life. Hitherto unformed or dormant ambitions may take new life, and the evening schools give opportunity for the preparation necessary to realize these ambitions.

"Briefly, these pupils may be classified as those:

"1. Who have discovered in themselves ability and inclination for professional careers. For the professions of law, medicine, teaching, dentistry, etc., the high school diploma preliminary to college entrance is now obtainable at Barringer Evening High School, which gives a state-recognized diploma of the same value and acceptability to colleges as the diploma of the day high schools.

"2. Those who need more training in the business technique of their present work. The commercial courses at Barringer and all the other evening high schools give them their opportunity for training under skillful teaching.

"3. Those in the industries who wish to better themselves or to develop a late-discovered talent. For these the industrial courses in the industrial evening high schools and the Fawcett School of Industrial Arts offer excellent and varied opportunity. It is to be hoped that the new building for this important line of art and industrial work will soon be available. The school has long been doing an excellent work. To defer longer proper provision for its important activities is to lag in provision of a necessary and important line of educational opportunity. True, the building isn't all, but modern thought runs in the line of providing accommodations in keeping with the dignity and value of the work done.

"Perhaps most notable among the features of evening school development is the Barringer Evening High School. Measured by every standard that may properly be applied, it is a success.

"An interesting and gratifying feature of the history of this school since its opening is the number who have returned to the

day high schools after a term or so in the evening school. For all such the evening school is doing a positive service. The results of the service of this school ought to include those who, having dropped out of day school, have returned to day school through their work at Barringer Evening High.

"The State took a notable step when it sanctioned and validated the full-term evening high school. This last year it has made a further progressive step by providing examination and recognition of results in the shorter-term courses provided in the other evening high schools. The whole tendency is toward standardization and recognition of evening high school work. Since minima of attendance and scholarship grade are requisite to state recognition of the work of individual pupils, it is easy to see that the whole trend is toward stabilization of the evening high school attendance. This is a most desirable improvement, and it will tend to correct what has hitherto been the heaviest drawback to evening school results—irregularity of attendance.

"In general, the evening schools are an orderly, business-like group of institutions, doing a real service to the community, manned by a select teaching body. (It should be recalled that one must have a rating of at least *good* to be eligible to evening school appointment). It is a matter of pride to the Supervisor to be associated with these schools and a matter of inspiration to be a co-worker with their faculties and their students."

23. SUMMER SCHOOLS. The aims and organization of the summer schools have not changed in the last two years, but the supervision of them was changed in 1926. Charles H. Gleason, Jr., assistant superintendent, was assigned only five of these schools instead of all of them as in previous summers, and the eight all-year schools. Elmer K. Sexton and Arthur G. Balcom, assistant superintendents, were assigned the remainder of the summer schools, each taking about half of the number. The summer schools differ from the all-year schools operated in the summer time. They have a morning session of three hours only for six weeks in the summer time. The grammar grades do academic work only, but there is one hour per week given to the manual arts in the primary grades.

The tardiness and classification of pupils and the employment of able and experienced teachers seem to be the most pressing problems in the schools. The following quotations from reports outline these facts:

"There is more tardiness in the summer schools than in the regular schools. Beginning at 8:30 o'clock requires the pupils to form a new habit. They have been in the habit of coming to school at 8:45 and I found in almost every school a disposition not to frown upon the tardy pupils. This position is valuable from one point of view but it is very bad to allow tardiness in the summer schools and not allow it in the winter schools. I would, therefore, recommend that summer schools begin at 8:45 as the winter schools and close at 11:45. Several principals and teachers appear to be confident that this would be better and result in less tardiness.

"The pupils who were trying to skip a grade had a great variety of records. Some had barely made the previous grade. Some had made it fairly well, and others had apparently been brilliant pupils. Some were old for the grade and some were very young. Some had skipped before and others had skipped several times. I recall one incident where two pupils from the same school had skipped the 7A, had a record above eight in the 8B and now wanted to skip 8A and go to high school. One was eleven years of age and the other was twelve. Such pupils, it seems, would do good work in the 8A even though they had been sixth grade pupils; but a period of thirty days of three hours each is rather short for pupils to skip to any great extent, especially in the upper grades. It would seem, therefore, in general pupils should not skip unless their work the previous term and in summer school averaged eight which is well stated in the circular on Summer School Organization, 'who have done outstanding work during the term.' In fact, all the elements concerned appear to be covered as definitely as need be in that circular. They should be at least the average age for the grade.

"In examining the list from which the teachers were appointed, I found that there is a scarcity of satisfactory teachers. Teachers having a mark of "3" were appointed because of the scarcity. It seems that our salaries are not large enough to entice our teachers or other good ones from outside to the service. I would recommend, therefore, that the salary schedule be revised so that it becomes more nearly like the all-year salaries. An all-year seventh and eighth grade teacher gets approximately \$13.50 per day of five and one-quarter hours, while a summer school teacher, teaching three hours, gets \$5; and first to sixth grade teachers get \$12.50 a day, while in summer school of three hours, teachers of grades one to four inclusive receive \$4 a day and those of grades five and six, \$4.75 a day."

ELMER K. SEXTON,

Assistant Superintendent of Schools.

"The summer term is thirty days or ninety hours in length. The time is too short to cover the essentials in fundamental subjects. Following is a tabulation of the 31 classes of 8th year pupils showing the number of double grades and the number of Newark and outside teachers;

No. of Classes	Grade	Teachers	
		Newark	Outside
4	8A	...	4
13	8A&8B	4	9
10	8B	3	7
4	8B&7A	...	4
		7	24

"Out of 31 teachers, 24 were from the outside, 7 were from Newark. Of the 7 Newark teachers, 3 were from the continuation schools. Seventeen of the classes were double grades.

"I do not question the ability or earnestness of the outside teachers. They are, however, seriously handicapped in the work as they are unfamiliar with our course of study, standards of

marking and standards of attainment for the grades. Certainly a teacher new to the system with a possible double grade, has a task on her hands if she attempts to prepare pupils so that they can skip. The small number of 8A pupils who were able to skip, four, does not warrant us in holding out the hope of skipping to the pupils."

—CHARLES H. GLEASON, JR.,
Assistant Superintendent of Schools.

There has been no general sentiment expressed in favor of changing the hours of the schools. The evils of tardiness are vexatious without doubt. It might be well for one summer to make a strenuous effort to reduce or eliminate the evil before making the recommended change.

Principals of schools are under obligations to furnish the summer schools with adequate information and with clear cut recommendations in every case. They have such information available and would do valuable service to their pupils and to the schools by giving careful attention to the matter. The summer school term is short and close cooperation will render it more satisfactory. The pupils in a summer school class come from several schools, since no district lines are observed, and to classify them is, at best, a difficult feat to perform. The pre-eminent work of the summer school should be the coaching of pupils and only those of marked ability should be given the privilege of doing advanced work. This is the principle upon which the administration of the summer schools is based. The effort to do five months' work in one and one-half months, even though it be limited to arithmetic, English, geography, and history is justified on three grounds only—to review the previous term's work in order to remove "conditions," to get a bird's-eye view of a term's work in advance of doing it, and to "skip" a grade if maturity, ability, and high attainment make it advisable for a child's welfare.

It has never been demonstrated that an increase in salary improves teaching ability. That service in the summer schools deserves better remuneration is true. The salaries of teachers should compare favorably with those given teachers in all-year schools, but that increased salary will accomplish the result in mind is doubtful. There is a scarcity of good teachers for these schools because many such teachers prefer to conserve their nervous energy and freshness and buoyancy of spirit and do not care to work in the summer, or else they are ambitious to travel or take college courses. Those who do work need the additional money. The many teachers from out of town do not receive as good salaries as the teachers in the city system and hence they feel the need of increasing their incomes. There are

others—beginners—who are waiting to secure regular positions and who seek those in the summer schools, glad to accept them as practice opportunities with pay attached. The relaxation of effort inevitable in the summer season is an element to be considered in judging teachers. However, it would be an incorrect inference to draw that the summer schools were lax or inefficient. They are not. Their work is commendable and principals and teachers deserve appreciation for the success of the schools.

The summer high schools are larger each succeeding year. The addition of the South Side High School was due to the demand for academic subjects. The tables here given show how useful the schools are:

REPORT OF PROMOTIONS

By Individuals		Barringer	South Side
No. of pupils	taking 1 subject	320	399
No. " "	passing	288	342
No. " "	failing	41	58
No. of pupils	taking 2 subjects.....	647	571
No. " "	passing both	418	394
No. " "	passing in 1 and failing in 1	181	157
No. " "	failing in both.....	48	20
By Subjects			
No. of pupils	taking review subject.....	1082	927
No. " "	passing	890	777
No. " "	failing	192	150
No. of pupils	taking new subject	488	618
No. " "	passing	382	518
No. " "	failing	106	100

There has been no opportunity afforded students of commercial and industrial subjects in the traditional high schools to take such work in the summer time. Such subjects should be added to the program of studies. Probably in another year the East Side High School should hold a summer session.

24. ALL-YEAR SCHOOLS. It was thought advisable by the Board of Education to provide closer supervision for the all-year schools during the months of July and August 1925. The supervisor of manual training in grammar grades and the director of physical education had for several years supervised the shops and the gymnasiums respectively in connection with their other duties in the summer time. The Board of Education assigned, in addition, the directors of penmanship, music, and art for similar close supervision in their respective fields. The lessening of the summer work of the assistant superintendent gave him the opportunity to give more attention to these schools. They were thus assured of adequate supervision.

The reports of these members of the Superintendent's staff do

not contain new material in reference to the schools. The notable suggestions are:

"Assign teachers to these schools who believe in them and have a ruling that such teachers are to remain in them during the summer months at least *two* out of *three* years.

"Teachers with fine recommendations are unable to go to an all-year school for seven weeks in the summer and produce as good results as the regular class teacher. The teacher and the class waste time in becoming accustomed to one another and the instruction suffers as a result.

"I believe that principals in the all-year schools should put forth a *great effort* to encourage all pupils in their schools to remain during the summer. The per cent of attendance this summer has been approximately 70% of the regular attendance. If this could be raised to 90% during the summer the school could remain intact and it would obviate a new organization July 1."

RAYMOND C. GOODFELLOW,

Director of Penmanship.

"Teachers assigned to all-year schools should pledge themselves to teach during the summer months.

"Teachers should be required to take July and August for study or recreation every third or fourth year.

"Teachers and pupils who do not intend remaining in school for July and August should be organized in separate classes, if possible June 1, that changes and interruptions may be reduced to the minimum."

—LOUISE WESTWOOD,

Director of Music.

"A weakness in the present plan seems to be organization, and there is great variation in the way this problem is handled in the different schools. Enrollment continues throughout the entire term (July and August) and it would appear that this would tend to weaken the organization.

"I found there was a lessening of the activities during the summer term and obviously without supervision the work of the special subjects had been below the winter standards. With substitute teachers assigned for the summer season and standards not kept, there has been a tendency to make the interest in the work and the discipline very difficult for the regular teachers in the fall. Many of the teachers feel that they cannot do justice to their winter work by remaining in the summer because the teaching of art so drafts the personality of the successful teacher that some feel a change of occupation during the summer months necessary to keep up the standard for the rest of the year.

"If each all-year school could be organized at the opening of school in September for one entire year so that there would be one corps of teachers in one school for the four terms I feel the schools would be stronger.

"A rule regulating the enrollment would also help. Only children who belong to an all-year school and have had the training

during the month of June would then be allowed to attend the summer term."

—MARGUERITE MARQUART,
Director of Art.

"The change in my assignment of schools afforded me more opportunity to visit the all-year schools during the months of July and August. Most of the schools were organized the first of June with the idea of placing those pupils who expected to stay during the summer in charge of teachers who were to remain during the summer. This caused less confusion on July 1 and enabled the schools to get down to work sooner. This plan worked especially well in the Belmont Avenue, Webster Street, and Newton Street Schools. In schools having the platoon organization there were more difficulties to overcome.

"I respectfully submit the following suggestions regarding all-year schools:

"That it be the policy to organize the classes in the all-year schools June 1 so that the pupils who are going to stay during the summer be assigned to teachers who are going to stay during the summer. This plan avoids needless confusion and changes July 1.

"That only those pupils who are in all-year school districts at the end of June or new pupils moving into the district and expecting to remain in the school during the September term be permitted to attend during the summer term.

"That a definite date be set after which pupils will not be taken in for the summer term. It is not fair to the teachers or pupils to have pupils straggle in during the term.

"That the teachers assigned to all-year schools to fill vacancies or through promotion be confined to those teachers who are willing to stay during the summer if their services are required. They should be willing to stay two years out of three.

"That teachers in the all-year schools who have definitely decided that they do not care to remain during the summer term be transferred as the opportunity offers and teachers who wish to teach during the summer be transferred from the other schools to take their places.

"The change in the teachers is one of the most serious handicaps that the all-year principals have to contend with. The attitude of the children in regard to staying depends largely upon whether the teacher stays or not. This is more evident in the grades below the seventh. In other words, when the teacher remains she is interested in getting the children to remain."

—CHARLES H. GLEASON, JR.,
Assistant Superintendent of Schools.

The suggestion has often been made that the year be changed from one of thirty-six weeks to one of forty-eight weeks; that is, taking forty-eight weeks to do the work of a forty-weeks curriculum.

If forty-eight weeks were taken to do the work of a standard forty-weeks curriculum, the handicapped children enrolled in the all-year elementary schools would undoubtedly have longer time

to do their work. They would be able to digest their mental food better. That would be a tremendous gain educationally, for the attempt now made to do the work of a standard forty-weeks curriculum in thirty-six weeks is a forcing of undeveloped childish minds, less fit for such a forcing process than children whose mother tongue is English.

If forty-eight weeks were taken in the all-year elementary school to do the work of a standard forty-weeks curriculum, the reason would be to have two terms a year, parallelling the two terms of the traditional school, in order not only that the handicapped children would have a longer time for mental digestion but that the all-year and traditional schools would mesh better. The following, by way of illustration, will make this clear:

Term, beginning February 1, 1926—

	Work	Vacations
February	4. wks.	
March to 26	4. "	
March 29 to April 5.....		1 wk.
April 5	4. "	
May	4.2 "	
June	4.4 "	
July to 23	3.4 "	
	<hr/> 24. "	
July 26 to August 9.....		2 wks.

Every third child drops out July 1, a month before promotion. These children will then have lost 20 weeks, for the work from February to July must be repeated when they return to school after vacation.

It would be necessary to reorganize the school July 1 for a short fifth term of 3.4 weeks.

It would be impractical for the Board of Education to prevent this, for to enforce the compulsory education law would require the enlargement of the Bureau of Attendance, Child Welfare, and School Census to an unreasonable size.

Term, beginning August 9, 1926—

	Work	Vacations
August	3.4 wks.	
September	4.2 "	
October	4.2 "	
November	4.4 "	
December	3.6 "	
December 24 to January 3...		1 wk.
January 29, 1927	4.2 "	
	<hr/> 24. "	

If this plan had been in operation, many pupils would not have returned to all-year schools August 9 when they reopened but would have waited until September, the standard time for

opening schools. We would then have needed another reorganization to adjust the school to its increased enrollment in September.

The plan would require six organizations of the school each year—August 9, September 1, December 1, March 1, June 1, July 1.

The difficulties would be the same in other years as for the year 1926.

The principals of all-year elementary schools, at the urgent request of the Superintendent of Schools, made strenuous and worthy efforts to keep the children of their respective schools for July and August of 1926. The loss notwithstanding was the same as in former years, as shown by these figures:

	June 1926	July 1926	Aug. 1926
Total enrollment	20,024	12,539	12,817
Loss		7,485	7,207
Per cent of loss.....		37.3	35.9
Average enrollment	16,281	12,205	11,485
Loss		4,076	4,796
Per cent of loss.....		25.	29.4

The results were disappointing. In only one school was there an increased number of pupils, due to the transfer of a larger number of pupils from another school.

During the period covered by this report the Board of Education appointed Dr. M. V. O'Shea of Wisconsin University and Dr. Wilson Farrand of Newark Academy to study the all-year schools. The result of the investigation was a recommendation to retain the schools. A sub-committee of the Board of Education called the Committee on Research and Information consulted with a representative of the survey committee, the superintendent of schools, and the principals of all-year schools in order to meet the criticisms of the superintendent and formulate a policy for the improvement of the schools. Because of the widespread interest in this important controversy the rules recommended by a sub-committee and adopted by the Board of Education are here quoted:

"The Committee desires to express at this time, their appreciation of the spirit of fairness and co-operation which has been shown in all of these interviews, and attribute to that spirit the possibility of presenting definite recommendations which are universally agreed to and recommended by the gentlemen whom we have consulted.

"The Committee therefore recommends for the approval of the Board, the following:

*To Make the Two Systems—All Year and Traditional—
Mesh Better, We Recommend:*

1. That members of the graduating classes of Abington Ave-

nue, McKinley, Webster Street, Newton Street,* Belmont Avenue,* and Cleveland Junior High Schools be sent to Central High School on their graduation in November, February, and May, and that the members of all-year elementary graduating classes in August, be permitted in September to enter the high school of the district in which they live, if they so elect.

"That members of the graduating classes of all-year elementary schools be admitted to Barringer, South Side, and West Side High Schools only at the beginning of the terms in September and February.

"That pupils graduating from any all-year school in November, February, May, or August be permitted to elect whether they shall attend Central High School or East Side High School, the latter school being the only one with two-year courses.**

"That pupils graduating from the traditional elementary schools in January be required to attend traditional high schools unless they should elect the commercial or technical courses. and for other courses they be not permitted to enter the all-year school until the following September.

"2. That the all-year school be forbidden to admit pupils from other schools in the city in July and August. *Pupils desiring merely to do summer work should go to the summer HIGH SCHOOL.*

"That the all-year schools be permitted, to admit such pupils only on June 1. The purpose of this rule is to enroll in the all-year schools only such pupils as intend to continue throughout the year, and to avoid the use of the all-year schools as summer schools.

"3. That, dating from March 1, 1927, the classical course be restored to the Central High School.

*To Make All-Year Schools More Efficient,
We Recommend:*

"1. That teachers in all-year schools be required to sign a written pledge that they, *if needed*, will teach in July and August two out of every three summers.

"2. That committees be appointed to study the curricula of the all-year schools, and to prepare such revision thereof as may seem desirable, and with the particular purpose of making a standard forty-weeks elementary curriculum fit, as nearly as may be, a thirty-six weeks year.

"3. That the directors of art, music, penmanship, the supervisors of primary manual training, domestic science, domestic art, and the general supervisor be employed all year, and that they hold special grade meetings for all-year teachers.

"4. That the type of records for all-year schools be different from that for traditional schools, according to the plan that the principals of all-year schools desire, and to that end, a committee of all the principals of the all-year schools is recommended.

*The graduates of this school go to the Cleveland Junior High School, as hitherto, and then to the Central Senior High School.

**The intent of this rule is to permit graduates of Lafayette Street and Wilson Avenue Schools to enter East Side or Central High Schools as they may elect and to permit graduates of other schools who desire to take the two-year courses to enter East Side High School.

"5. That all statistics of all-year schools be compiled and published in separate tables from those of traditional schools.

"6. That the business department recognize the all-year plan in the apportionment of money and the distribution of supplies. to a new system of blanks to be prepared for the all-year

"7. That correct pupil accounting be introduced according schools.

"8. That a liberal policy in granting permits to attend all-year schools be continued.

The foregoing recommendations seem to meet with the approval of all those who have been called by us into consultation, and should be put into immediate effect by the Board of Education.

25. THE PLATOON SCHOOL. It is a well-known fact that the platoon school is founded upon a theory of education somewhat different from that of the traditional school. The new educational theory recognizes and emphasizes social needs and social ideals, due primarily to the change and constantly changing conditions of modern society and to the increasing complexity of modern life. It cannot ignore and does not seek to minimize the subjective needs of the individual, but it does make clear that he must live with his fellows and must learn to adapt himself to them. The platoon school is more elastic and adaptable to the needs of the individual than the traditional school. Its flexibility and its greater freedom afford the individual wider opportunities for adjustment, participation, responsibility, and cooperation. We have seventeen platoon schools in Newark.

The program of the platoon school provides an excellent opportunity for the adjustment of the child. If a pupil is unable to do the work in a given grade of one activity he may take another suited to his ability and attainment. If a pupil fails to be promoted he does not need to repeat the activities in which he has shown proficiency. When children excel in an activity they may substitute others in which they are less capable. The program of children in poor health and in need of outdoor air or sunshine may be adjusted to permit needed change and rest, or other favoring conditions; that is, a child in special need of physical attention—say corrective gymnastics—may be given extra time without loss of academic work. The same is true of those gifted in art, music, or manual ability. By way of extra work, their talent may be more fully exercised and trained. A child whose interest in academic work has temporarily lagged may be assigned some extra activity which he likes. For instance, a boy in one of our schools whose work was poor in English was allowed more time in printing, until he caught the idea of the value of English. He returned to his academic work with a new motive and a clear understanding of the use and

value of the subject. New ambition was aroused and good work was the result. Children who fall behind in any academic subject may take the subject twice a day in two different classes or in coaching classes to make up deficiencies. This includes children who, from any cause, need special attention and work without regard to any grade. Sometimes children may be assigned to help each other or pupils in lower grades of work. When they are returned to their regular grades, such participation will be found to have been very valuable to them.

A child may be assigned a program in academic subjects to fit his individual need without regard to grade. He may be able to read better than to calculate; in that case he may be given one grade of reading and a lower grade of arithmetic.

Permission to omit auditorium or gymnasium or some other subject may be granted without loss of academic work. Because of such possible adjustment, special consideration in the form of a privilege to leave school early or arrive late if children are obliged to work may be given. Promotion is not threatened by such absence. The adjustment depends on the specific request, but that it can be made admits of no denial.

The children who are bright may be placed in the odd numbered classes and those who are slow in the even numbered, and the home-room work for the slow be given in the mornings before they or their teachers are wearied. This plan provides opportunity for promotion from one group to another, and from one grade to another.

The classification of children may thus serve their educational necessity.

The flexibility of platoon schools is shown in the way modern demands are met. The art classes prepare posters, designs, do lettering and decorating and other projects and still keep within the limits of the course of study. The printing teacher helps in the English. His contribution is a supplementary and a very important adjunct to the English instruction. He has the printing of tickets, programs, reading tests, spelling lists, poems, and a school paper, as well as little volumes of essays prepared in the English classes. The same is true in the sewing department. One of our schools undertook the making of fifty uniforms for its bugle corps. Every sewing class in the school (120 girls) cooperated in this project and no class went beyond the limits of the course of study. The project aroused the pride and the interest of the girls and gave them joy in their work. Here is a program of study which functions in applied work.

In the platoon school teachers of academic subjects are not

unreasonably loaded with work; they teach a few subjects and become more expert in them than when they were obliged to teach the full program of studies. In having two "home" classes they may repeat lessons instead of planning new ones. They appreciate this saving of labor. The specialist in art, music, and the other activities does not have as difficult a problem as they in adjustment. Both types of teachers have the attitude of willingness to undertake the many new and bewildering demands made upon them.

The platoon school makes for greater efficiency in administration. One reason for this is the longer school day. Another is the fact that by placing the home rooms in one group, the hour activities in another with the half-hour activities in a third the changing of classes may be localized. This may vary somewhat in different buildings but the principle may be followed in most cases. The "grand change" may be made at the end of 90 minutes in each session or at the end of 120 minutes in the morning and 60 minutes in the afternoon. The half-hour group may change without other sections of the school knowing about it.

The visual instruction in one of our platoon schools is in charge of a manual training teacher, who has trained a number of boys to assist him. The films are taken from the central library of the school system. The boys set up and operate a portable stereopticon. They visit all rooms and all teachers, taking machine, slides, portable screen, films, and operate the outfit to illustrate on request any lesson. Boys give this service during the manual training period and never omit academic work. Those selected are the very successful ones in the shop and there are sufficient numbers to prevent loss to any one. This and like service develop a sense of responsibility and make the boys self-reliant. Such cooperation is typical of the platoon school.

The auditorium is the very heart of the platoon school, for here centers the work in health, music appreciation, safety, thrift, character training. Here is the place for motivating the life of the school—here are held exhibits of physical training, of English, of art. Here the demands of modern life in the form of celebrations of "days" and "weeks" are met. Here is the public speaking by pupils. Here the children are participants and not mere spectators, for they even manage the programs and lead in the affairs. Here children or classes may be detached for social service elsewhere in the school. Here is created the spirit which animates the student body and constitutes its very soul. The school appeals to the pupil, arouses his interest, and makes his work vital every hour of every day.

26. **SUPERVISION OF THE SCHOOLS.** Supervision of the school system has been efficiently done, and progress is clearly shown in the work of the schools. A survey in reading was recently made under the direction of the Department of Reference and Research and the results are now available for the use of principals. The findings are in such form that principals may compare their respective schools with others and definitely and intelligently work for improvement. This is an effective means of supervision. It is a diagnosis of conditions, founded not merely upon the inspection of a school but upon investigation and comparison. There is sometimes misunderstanding as to the purpose of the survey, and a feeling of disquiet or resentment on the part of those whose success as shown is less than they imagined or believed. This is regrettable, but time will bring a better understanding of the purpose and the usefulness of this form of supervision.

The increasing use of visual aids to the instruction in the form of slides and films is very satisfactory. The programs have been systematized and their assistance as supplementary means of instruction is generally acknowledged. The Film Library has been enlarged, so that we now possess a superior equipment, constantly in use. It is ever in mind that entertainment is not the aim of visual instruction.

The plan of teaching penmanship to the teachers of the city has added greatly to the efficiency of the instruction. More than ninety per cent of the teachers who teach penmanship hold certificates of proficiency in the subject gained in a course of weekly lessons given by the director. Through this practice of teaching the teachers the director has become better acquainted with them than he otherwise would be; he has secured cordial cooperation of the teachers with himself and even enthusiastic effort in the improvement of the children. Twice each year specimens of penmanship from each child in the school system are submitted to him—one written at the beginning of the term and one at the end. He rates the papers, the results of which may be examined in the semi-annual ratings of the schools, shown on p. 249.

The most effective way of stimulating improvement in any subject is for the leader to secure the cooperation of the teachers and to establish happy relations between himself and them. This truth has been aptly illustrated in the department of manual training. Mr. Allen D. Backus, the supervisor of the subject in grammar grades, printed a series of folders for the use of the teachers in his department. The series is called "Pieces of String," and the titles of some of the separate numbers are, "Echoes," "When the Roll Is Called," "Brushes," "Up

from the Basement," "The Will to Serve." These folders contained valuable suggestions and illustrations of how to teach, how to keep a shop and how to deal with pupils. The series concludes with these paragraphs:

"The successful shop teacher must be the master of many things. He should be a craftsman of no mean ability, taking delight in teaching to others the knowledge he has acquired and imparting the secrets of his skilled fingers to those under his tutelage. He must be gifted to conceive, organize, and bring to a profitable conclusion the many activities and endeavors of his classes. He must keep the shop equipment in the best of condition and teach to those in his care a respect for the tools they use and a sympathetic understanding of the materials employed.

"The teacher must be wise beyond measure in dealing with boys, always alert to aid and encourage, never doing anything however small to shatter or destroy the boyish faith and admiration bestowed upon him.

"Whether you are to be a teacher for a brief time or for the rest of your life you should aim to excel, for excellence brings the greatest rewards. We wish to emphasize, in concluding these "Pieces of String," the thought that "The Will to Serve" must be the actuating motive in teaching, as in all endeavors of merit. Without it your work will count for little; with it material success and immeasurable happiness are assured."

Manual training is so strong in its appeal to the boys that it is an unexcelled medium of education. It was introduced into the city schools in 1898. There were at that time a few teachers and only a few centers equipped for manual training work. Since then this phase of the school system has grown until today there are forty-eight regular manual training shops, eleven print shops, three shops in ungraded schools, one electrical shop, one cobbling shop, and eleven shops in Binet centers. Sixty-eight teachers are employed to carry on the work in these shops. These teachers are all specially trained, devoting all of their time to one subject. The value of shop equipment has of course increased many times over since 1898 as has also the amount of materials and supplies used each year. Printing has since been added and has proven itself one of the most powerful educational factors the manual arts have produced. Principals of schools in which print shops have been installed are enthusiastic over their educational possibilities. It may truly be said that this and other forms of manual training should be considered as major subjects in the schools.

The future holds possibilities for the extension and development of this work and of the department having it in charge. The classes for children of low mentality must have in their program of studies more manual work, not only in the classrooms but in the shops. Children of this type can be trained

and educated but not with books alone. They must have concrete tasks dealing with things as contrasted with abstract ideas. The industrial arts are valuable, not alone for motor-minded children, but for all children. It is my ardent desire that the day may soon come when this dream may be realized.

The art work of the schools is making a distinct contribution to American life, not only as a means of developing the skill of the children but in training a body of consumers. The industries and the great commercial houses are making a large contribution toward the creation of good taste and a love of the beautiful. The study of color, harmony, balance, and other principles of art is having and will continue to have a tremendous influence on manufacturing and on business, as well as on the lives of the children. The schools lay a foundation of appreciation and thus are an influence to be recognized in this forward movement in American civilization. This, of course, is true of schools everywhere, but is especially so of the Newark schools. Their success has been demonstrated in the various exhibits ranging from those held at different times in the rotunda of the City Hall to the exhibits of the Fawcett School of Industrial Arts. Experts speak in unqualified praise of the skill and the taste and of the excellence of these samples of what the children and young people do in our classrooms.

The orchestras and glee clubs in the schools have become accepted features of our musical work. The children play and sing surprisingly well and deserve the appreciation which their efforts always obtain. The music in the schools is a cultural force of great value, not always recognized by the uninitiated but more and more accorded its true place.

The Third Annual Musical Meet was held at the Armory on May 4, 1927, as a feature of the Eleventh Annual Music Festival. The school orchestras were massed in one large group and acquitted themselves with great credit. Boys' Glee Clubs, Girls' Glee Clubs, Mixed Glee Clubs, sang, in unison and in parts, selections including not only negro spirituals and the grand old songs and hymns that have become a part of the cultural and spiritual heritage of the people, but others of great difficulty. The good judgment and good taste, the enunciation, the interpretation, and the enjoyment of the children were alike distinguishing characteristics. The teachers and supervisors may well feel gratified with the proficiency shown. Their ideals, their team-work, their devotion to a good cause—the making of musical America—were well, even splendidly exemplified.

27. INTERRUPTIONS OF SCHOOL WORK. The school is one of the greatest inventions of any age and like all other inven-

tions must be cared for, if its value is to be preserved. The telephone, the automobile, the aeroplane require constant effort to preserve their efficiency. They also need to be used for the purpose for which they were invented. Each is utilized for the purpose for which it was made. This is very clear and simple when applied to material inventions. It is not so apparent when applied to an intellectual invention such as the school. In this field it is so easy to change the use of the invention that most people accept any and all uses to which it may be put.

The function of the school is to educate children and youth. Education is a broad term and includes much. Volumes have been written on the subject of education, and the end is not yet. Each year there is more and still more for the school to do in its effort "to educate." With the increasing complexity and fever of modern life the school is really jeopardized as far as its normal action is concerned. The mad rush for publicity in this age of "commercialized personality" when every man and woman is wholly possessed with the notion of doing something original that will attract attention or give increased publicity to his or her pet project, is like an avalanche sweeping down the mountain heights or a flood of waters tumbling over a precipice in its resistless passage to the sea. The school is feeling this urge and needs protection.

The value of the school as an advertising medium was fully recognized during the war. It proved a useful aid to government in many ways. Its unquestioned success in this respect has caused many other agencies to seek its aid in projects of all kinds—some worthy in the sense that they are for the public good, others purely selfish and commercial.

The school is a powerful advertising medium and, if wholly active, more influential than the columns of the most widely circulated metropolitan daily. People outside realize this and many seek to have their enterprises exploited through the children. The effort is made either openly and avowedly as an advertising project or in a camouflaged way under the pretense of contributing to the public welfare.

There is need of sentiment against this use of the schools in order to prevent the taking of the time in doing the tasks for which the schools were established. If the interruptions continue it will be necessary for us to have a "Spelling Day," a "Reading Day," a "Geography Day," and some other days in order that the regular work of the school may at least have recognition. There are only five and a quarter hours in a school day, as a rule, and it is not possible to accede to all the efforts to advertise all the projects and to teach all the subjects that the human family needs to know about in the amount of time at the



EXERCISES IN TONE RHYTHM ARE PART OF THE TRAINING OF STUDENTS
IN THE SCHOOL FOR THE DEAF.

disposal of the schools. Their work was necessarily interrupted during the war and their tremendous influence was sufficiently recognized. Now we must settle down to a normal condition of affairs and permit only those things that contribute to the chief end to be a part of the school program.

28. REVISION OF CURRICULUM. The great undertaking of the past year has been the revision of the elementary curriculum. The directors of the different subjects were requested to associate with themselves successful teachers in the several fields and to study the present courses of study, adjusting and revising them as seemed desirable. The superintendent appointed committees of principals to do the same with reading, language, arithmetic, geography, and history. The names of the members of these committees follow:

Reading: Corliss F. Randolph, Chairman; Stanley H. Rolfe, Walter J. Greene, G. Sidney Leach, John S. Herron, Claude L. West, S. Louise Clark, Henry S. Hulse, Jr.

Language: Alexander J. Glennie, Chairman; Thomas K. McClelland, Raymond B. Gurley, Gray M. Moreland, Emma Lehlbach, Dr. George I. Brinkerhoff, Franklin P. Hamm, Harold H. Phillips, Robert S. Myers.

Arithmetic: Martin L. Cox, Chairman; Morris Bamberger, Kenneth K. King, J. Alfred Wilson, John C. McLaury, John M. Gibbs, Warren A. Roe, Ira Sheppard, Emilie M. Kempf, Albin J. Frey.

Geography: Arthur G. Balcom, Chairman; Stephen B. Gilhuly, John B. Hambright, Karl G. Schmidt, B. F. Monaghan, Harry F. Stauffer, Frank H. Hanson, Anna B. Hasbrouck.

History: Charles Grant Shaffer, Chairman; Samuel H. McIlroy, W. B. Hoenemann, Charles E. Reber, Benjamin C. Miner, Robert A. MacDonald, J. Ernest Crane, Francis H. Budd, Harold D. Steward.

These and other committees have worked faithfully. The undertaking is one of great importance to the schools, and it is well for the work to be done with this in mind. There is a similar movement throughout the country. Progress only can be reported at this time.

The course of study in safety has been finished by the committee of which Charles H. Gleason, Jr., assistant superintendent, is the chairman. It was adopted by the Board of Education but the printing of it has been deferred until funds are available. The course in character training was prepared by the same committee and was authorized for use in tentative form.

The essence of the course in character training is found in the treatment of ten qualities worthy of cultivation. These qualities are assigned a definite period in each year for consideration and a bibliography of literary and historical material is

furnished suitable for use in each year of the child's development. With each are suggested choice selections of prose and poetry for the children to memorize in order that their experience may be enriched by the observations and thought of others. The fact that all of this material is graded so that the appeal may be interesting removes the objection that critics might make to such an arrangement. There is as much need for *honesty*, for *truth*, for *courtesy*, or for *reverence* in a six-year-old as in a twelve-year-old, but these cannot be presented to each in the same way. When taught each succeeding year with increasing emphasis and stronger appeal the cumulative result is apt to be effective. At the close of the year criticisms were invited from teachers who had used the course. The course will be revised to meet the criticisms, mainly as to adaptability of material, and will then be put into permanent form.

Moral education has always been considered an important part of general education and teachers have from time immemorial been respected and honored for their influence on the character of their pupils. This permanent effect has been and is now considered of greater lasting value than the intellectual stimulus the teacher may furnish. The "crime wave" and the general religious conditions of the day have caused attention to be centered upon moral education and its fundamental importance. The necessity for its specific recognition as a part of the educational process is now acknowledged. Moral education is known today in a somewhat limited sense as character training.

There is and probably always will be a division of opinion as to whether there should be formal or incidental instruction in morals. The arguments for either course of action seem to be valid and convincing when presented separately as academic considerations. The practical procedure appears to be to teach moral principle and then to practice it until it becomes a habit. To leave the teaching of a principle until an accidental occurrence creates a need for its practice is wasteful. The justification for a course of study in character training is found right here. Teach the child so that he may have knowledge of those qualities of character which produce satisfaction and happiness and then train him to square his practice with his knowledge. Such instruction must be given without moralizing or preaching, if it is to be effective. Too much formalism is deadening. The mind of the child revolts against the attempt to force him, but he quickly perceives for himself the point of a good story, an apt illustration, or a worthy act. If such instruction be given by teachers whose character commands respect it is tremendously influential.

The life of the school is a great laboratory for character training. The daily intercourse of teachers and pupils affords abundant occasions for the exercise of the highest virtues. Here example, which is said to be stronger than precept, plays its tremendous part as a character formant. In classrooms and on playground there are countless opportunities for the inhibition of selfish and other unworthy motives and actions, and an equal number of opportunities for the exercise of noble and other worthy motives and actions. The predominant sentiment of the school determines which shall be the course of conduct. The development of this public sentiment in favor of right doing and the right atmosphere is a duty as well as a privilege of the principal. His is the responsibility for creating the setting for specific instruction in the principles which make for good character.

29. CHANGES IN SUPERVISORY STAFF. There have been a number of changes in the supervisory corps within the period covered by this report. Mr. J. Wilmer Kennedy, assistant superintendent in charge of high schools, retired December 31, 1926, after serving the schools of Newark for forty-two years. Mr. Kennedy has been a stimulating force in the school system, winning friends and success because of his manly and forceful personality and his scholarly attainments. The teachers, in appreciation of him and his work, gave a testimonial banquet in his honor on January 20, 1927.

Two members of the staff have passed away. Mrs. Margaret J. Durie, assistant supervisor of domestic art, died January 13, 1927, after a long illness. Mrs. Durie was especially well equipped for her work and was able, devoted, and reliable. She was respected and admired by all who knew her and she well deserved the success she achieved. Hugo B. Froehlich, director of manual arts, died suddenly in the early summer of 1925. He was a man of kind and genial disposition, a good organizer, an able leader in his field of work. His reputation was national and he won distinction in art for the city. The teachers installed a memorial window in his honor in the Newark Museum.

The loss of Mr. Froehlich caused the department of manual arts to be discontinued. He was well equipped to supervise art in general, manual training, domestic science, and domestic art. It would be difficult to find a successor equally fit. The supervisors of these various branches will continue to secure good results by mutual understanding and cooperation. Some other changes were made, chief of which was the promotion of the supervisor of art to the rank of director of art.

The head teachers of speech improvement and of nutrition

classes were raised to the rank of assistant supervisors and the supervisor of penmanship to that of director of penmanship. These changes were due to an expansion of the work in the respective departments and to the satisfactory and successful service of those who were thus rewarded.

30. BOARD OF EXAMINERS. The work of the Board of Examiners is fast becoming so onerous that a reorganization is advisable. Persons holding other positions in the school system cannot give the time necessary for the work, but they serve to keep the Board in contact with the schools. It is desirable to have at least five persons on this Board, one of whom must be, according to law, the Superintendent of Schools. Seven is a better number, but at least two members of the Board should give their entire time to the work of the Board for which an adequate salary should be paid.

This Board held 49 meetings and examined 725 candidates for licenses to teach during the year from September 1926 to June 1927. The scope, diversity, and volume of this business may be realized by a study of the following table:

Illustration of the Work of the Board

The following meetings were held during the year 1926-1927:

September 25.

October 2, 16, 23..

November 6.

December 4, 7, 8, 10, 11, 15, 17, 21, 27.

January 18, 24, 25, 29.

February 5, 15, 17, 19, 26.

March 3, 4, 5, 12, 15, 19, 26.

April 8, 30.

May 7, 10, 11, 17, 18, 21, 23, 24, 25, 31.

June 2, 4, 11, 15, 16, 25.

Total, 49..

*Number of Candidates Taking Written Examinations in School
Year 1926-1927*

		No. Passed	No. Failed	No. Incom- plete	Total
Aug. 1926	Principal.....	3		6	9
	Promotion.....	2			2
Dec. 1926	Grade.....	61	105		166
	Sr. H. S. English.....	46	20		66
	Sr. H. S. Italian.....	1	4		5
	Sr. H. S. Physics & Chem.....	4	21		25
	Sr. H. S. Mathematics.....	12	21		33
	Sr. H. S. Art.....	4	3		7
	Principal.....	2		5	7
	Promotion.....			1	1
	Sr. H. S. Secondary Subjects.....	13		5	18
April 1926	Elementary Art.....	11	10		21
	Elementary Dom. Science.....	10	6		16
	Jr. H. S. French.....	13	11		24
	Sr. H. S. Biology.....	15	20		35
	Sr. H. S. Prin. Asst.....	2	1		3
	Sr. H. S. Correctional Gymnastics.....	3	4		7
	Sr. H. S. Phys. Train. (Men).....	6	18		24
	Sr. H. S. Secondary Subjects.....	6			6
	Grade.....	115	81		196
	Elem. Phys. Train. (Women) (Practical test only).....	34	20		54
		363	345	17	725

Persons unfamiliar with the great strides that have been taken in public education fail to realize the arduous preparation necessary to secure desirable and permanent positions in any good school system. They may know, in a general way, of the long years of education necessary for the physician, the clergyman, the lawyer, or the engineer, but they are prone to think that to have their sons and daughters merely graduate from nigher institutions is sufficient to qualify them to teach and to secure high rank in their chosen field of work. This is but the foundation.

To obtain a position as teacher in the elementary schools of Newark, it is necessary for the candidate to be a graduate of either a normal school or college of good standing. If a candidate has not had two years of teaching experience, it is neces-

sary to take, in addition to the oral examination given by the Board of Examiners, a written examination in English and in Science and Art of Teaching before he can secure a license. If the candidate has had two or more years of teaching experience, only the oral examination is necessary. The points for scholarship are given the candidates with requisite academic and professional attainments and experience, but all candidates are required to take the oral examination.

The object of the oral examination is to evaluate the training, experience, and personal fitness of the candidates for the teaching office. While scholarship is a prerequisite, it is not the only qualification a teacher must possess. He must have organizing and executive ability, keenness of mind, tact, poise, good judgment, good breeding. There are many elements of character that constitute fitness for this important position: The oral examination is designed to reveal these qualities and the opinion of the examiners is recorded in the rating given. No special preparation is necessary or possible for this examination. All his life the candidate by study, by reflection, by association, has been preparing for it. His manner and voice and dress, his social training, his habits of speech, his outlook on life, his professional ambitions, his mental reactions, his self-control and temperament, his intellectual limitations, his range of knowledge, his success are revealed in answer to the questions propounded. The questions may cover a wide range. The examination is conducted in a conversational manner without limiting formalism. Beside this personal inquiry, confidential letters from professional superiors are in evidence as part of the investigation. The examiners are in possession of the record of the candidate in all the positions he may have held. This knowledge is based upon specific questions sent to superintendents and other professional judges acquainted with his work. The information has been obtained before the candidate comes before the Board of Examiners. He is allowed to give his explanation of occurrences in his professional experience that seem detrimental to him. In case the record shows failure elsewhere, personal visitation of a member of the Board of Examiners is made in order that detailed and first-hand information and recommendation may be available. The inquiry also covers the work he has done, the methods of teaching used, the disciplinary measures taken, and other like matters which rightly enter into the judgment of the fitness of the candidate.

31. APPOINTMENT OF TEACHERS. Disappointed candidates are apt to offer voluminous explanations of the reason for their failure, the burden of which usually is the unfairness of the examination, the partiality of the judges, or other imagined

reasons. The disappointed persons speak with such positive conviction and make such earnest appeals to the sympathy of their friends that the uninformed become ardent champions for the unsuccessful individual. The true causes for failure are insufficient preparation, unsatisfactory experience, weak personality, or other like good reasons. Great care is taken by the Board of Examiners in the investigation of the records, experience, and personal fitness of candidates. Residence in Newark is not an adequate reason for granting a Newark license to teach, nor is a desire on the part of the candidate to hold a comfortable, protected, and well paying position any more convincing as a reason for licensing applicants.

Other persons responsible for criticisms of the Board of Examiners are those who have passed the examinations but with ratings so low that with the *retarded overturn* of the teaching force there is little chance of obtaining a position. The fact that teachers in the system may marry and still retain their positions results in fewer vacancies than in former years. It is practically certain that teachers below the highest third of the eligible list of beginners will not receive an appointment. There are two stated examinations a year for beginners in the last of which 196 candidates were admitted and 106 were licensed. The list now contains 237 names. The Board of Examiners *keeps the gate* of the school system. It aims to license those well fitted for the teaching office, and is not responsible for the dearth of positions nor for the large number seeking to obtain them.

32. EFFICIENCY AND MORALE OF THE SUPERVISORY AND TEACHING FORCES. Every school administrator who desires to keep the instruction in his school system interesting and vital and progressive is faced with the problem of stimulating the teachers to do their best, to keep abreast of new plans of organization, expanding knowledge, new methods of teaching, new insights into child nature and child development, to keep them drinking, as Arnold said of the students at Rugby, from a "running stream and not a stagnant pool." One practical means in Newark of doing this is the course of lectures, or series of meetings for the discussion of school work held by directors and supervisors and other members of the superintendent's staff. At the beginning of each term—that is, twice a year—the directors and supervisors in charge of music, art, domestic art, domestic science, penmanship, manual training, physical training, hold a series of meetings in which the latest and best thought and practice are presented to the teachers together with demonstrations of methods and exhibits of samples of the best work done by pupils. Discussions at these

meetings are valuable and thought provoking. The kindergarten, language, history, science, and mathematics courses are covered by the general supervisor and by the assistant superintendents in series less extensive but equally suggestive.

The superintendent meets the assistant superintendents once a week for the consideration of educational topics and of broad questions of administration, his whole staff once a month, the principals once a month, and the vice principals four times a year. Each year he organizes these discussions under one central theme. Last year the one selected was the revision of the curriculum; the year before, improvement of the instruction in the schools; the year 1923-24, making the instruction function. Assistant superintendents, supervisors, principals, and vice principals are often appointed to lead the discussions. These meetings tend to widen the horizon and to increase the efficiency of the whole teaching body. They are a strong unifying and effectively energizing force in the school system.

Many years ago Newark was among the first, if not the very first, school system in the country to offer college and professional courses to teachers in service. The present writer brought professors from New York and Columbia Universities to the city for the purpose. As the work grew it was thought best to form a corporation to give the courses under the auspices of New York University, and the Newark Institute of Arts and Sciences was founded. The certificates for 30- and 60-hour courses were not only accepted by the University but by the Newark Board of Examiners in lieu of written examinations for promotion. The goal of promotion has caused many teachers to avail themselves of the opportunity for collegiate and professional study. There seems to be no need to goad the teachers to study or to furnish an artificial stimulus in the form of a salary increment for study. The explanation may be due to the fact that for four or five decades high school and normal school graduation has been the standard for teachers of the elementary schools and college graduation for those of the high schools. Even when equivalents were accepted, as New York Regents qualifying counts for secondary education or equivalent training and experience in the commercial and some other fields in the high school, the requirements were severe, insuring a body of carefully selected and progressive people. Another cause operating to secure a wide-awake corps of teachers has been the state pension and annuity provisions. There are few aged teachers in the schools. The corps is notable for ambition and for progressiveness.

The lure of promotion is one of the greatest and most effective means of stimulating a body of teachers to keep fresh and up

to pitch. It is not good for teachers to remain in one grade too long, that means to be grade efficient merely. The effect of too long service in a grade makes a teacher narrow; the routine deadens her professional sensibilities; she is apt to become a great mechanician. On the other hand there are dangers if changes are too frequent. We seek, but without rules governing the matter, to retain teachers in a grade or to change their grades when wisdom justifies a change. They are assigned to schools to teach in grades one to six as the principal, in the exercise of his judgment, may direct. We recognize three grades of efficiency—the excellent, the good, and the passable—and teachers receive an increase in salary each year if in any of these grades, until the maximum of the schedule is reached. The assistant superintendent and the principal report twice a year upon the efficiency of teachers. If a teacher be temporarily inefficient, or if permanently inefficient, the salary increase is withheld until efficiency or resignation is secured. Most teachers desire to be efficient and they study and strive to make themselves so.

A higher license is required to teach in grades seven and eight. In these grades teachers are called first assistants. This rank, and that of assisting executives known as head assistants, and a still higher rank, vice principals, are promotions for assistants. The rules governing promotion to these ranks were revised and made effective during the last year. They now are:

Head Assistant and First Assistant

Applicants for licenses as head assistants or first assistants in the elementary schools shall be required to present certificates from an approved college or university of a 30-hour course in one subject in each of five of the following groups, namely, groups 1 to 9, and any three other groups:

1. English (grammar, composition, rhetoric, literature).
2. Social sciences (any division of history, civics, human geography, sociology, educational sociology).
3. Biological Sciences (biology, zoology, botany, physiology, hygiene).
4. Physical Sciences (physical geography, physics, chemistry, geology, astronomy).
5. Mathematics (algebra, geometry, trigonometry, calculus).
6. Fine Arts (music, art—drawing).
7. Practical Arts (manual training, industrial arts, arts and crafts).
8. Kindergarten (any phase of kindergarten work).
9. Professional subjects:
 - History of Education.
 - Psychology.
 - Science and Art of Teaching.
 - School Management.

No head assistant's license, however, shall be granted to any teacher who has not had at least three years' successful experience in teaching, two of which shall have been in the schools of Newark. Such experience shall have been in at least three different grades, namely, 1 or 2, 3 or 4, 5 or 6.

No first assistant's license shall be granted to any teacher who has not had at least three years' successful experience in teaching, one of which shall have been in the schools of Newark in grades five to eight.

No head assistant's or first assistant's license shall be granted to any teacher who has not received a rating of at least good (2) in instruction and at least good (2) in discipline by the assistant superintendent and principal for each term of a three-year period immediately preceding the application.

In case of an experienced teacher who has not taught three years in Newark, credentials of equal value for the one or two years' experience out of the city shall be required.

Vice Principal

Applicants for licenses as vice principals in elementary and junior high schools shall be required to present certificates from an approved college or university of a 30-hour course in one subject in each of three groups specified under the requirements for head assistant's and first assistant's licenses, but no certificate shall be accepted for a subject already credited in securing a Newark license.

No teacher, however, except as hereinafter specified, shall be granted a vice principal's license, who has not had at least five years' successful experience in teaching, two years of which shall have been either as head assistant or as first assistant, and who has not received a rating by the assistant superintendent and principal of at least good (2) in instruction and at least good (2) in discipline for each of a three-year period immediately preceding the application for such license.

Supervising primary vice principals and primary vice principals with three years' successful experience as such may qualify for a vice principal's license, provided they present certificates from an approved college or university of a 30-hour course in each of three groups specified under the requirements for head assistant's and first assistant's licenses, but no certificate will be accepted for a subject already credited in securing a Newark license. They shall also present reasonable evidence of ability to discipline in higher grades.

The reward of effort is the best means of keeping the morale of the teaching body in good condition. For years we have granted a year's leave of absence with half pay to teachers who have served "continuously and successfully" (*according to the official records and not mere opinion*) for ten years, on condition that they study at some college or university and agree to return thereafter to teach for three years in the schools; for twenty years of like service another year's leave with half pay is granted for rest and recreation or for travel, but no agreement to return to the schools is exacted. The following table shows

the number of teachers who have taken advantage of this provision:

	For 10 years' service	For 20 years' service
1921-1922	5	8
1922-1923	14	6
1923-1924	16	3
1924-1925	13	4
1925-1926	10	8
1926-1927	12	12
	<hr/> 70	<hr/> 41

The testimony of the teachers of the value of the leaves of absence is gratifying. Some samples of reports made to the Superintendent of Schools follow:

"My year-long furlough was devoted to biological study at Cornell University. I had chosen Cornell because the several departments that may be listed under biology are reputed to be unusually strong there, and because the varied and interesting fauna and flora of the Ithaca region offer particularly attractive opportunities for the study of many plant and animal forms in their native haunts.

"While most of my time was given to botanical studies, especially in the fields of mycology and plant pathology, I found time also for a course in biological methods in which members of the zoological faculty taught us how to photograph living animals, find and prepare animal materials, make charts, etc. This was of direct practical value to me as a teacher of biology.

"It was my privilege to be present in Ithaca during the third week in August at the 'Third International Congress of Plant Sciences' which was attended by botanists from nearly all of the civilized countries of the earth. At this gathering I saw, heard, and in many cases talked with, men and women who are the world's authorities in one branch or another of botanical science. It was delightful and inspiring to see in the flesh, at one time and place, scores of the great men whose names are well known to all botanists. Such a convention has never before been held in America, nor will it occur again in America within the next two or three decades. The next meeting is to occur in London in 1930."

—CAROLINE S. ROMER.

"I spent most of my furlough in the West. I went to San Francisco via the Panama Canal stopping at Havana and Balboa.

"San Francisco was reached in time for the Diamond Jubilee—though that was not so interesting to me as the surrounding scenery—the mountains and canyons, the great valleys, the fertile fields and vineyards. One of the loveliest trips I took was by boat from San Francisco to Stockton. It was a moonlight night and we steamed across the bay and up the river with San Francisco on one side and Oakland on the other looking like sparkling fairy cities.

"The trip by motor stage through the 'Bret Harte Country' is most interesting—and my own experience had a special interest—for, through some mistake on the part of the booking agent I was given passage on a discontinued line. But, with true western generosity, I was passed along, making the desired trip in local stages'—i. e.—ordinary touring cars of more or less recent model. One had every seat but one taken by 'prospectors' in high boots, stetsons, flannel shirts and 'cords'—their blanket rolls on their backs and canteens on their hips. The man in the seat by the driver immediately vacated it and insisted upon my taking it. It was a wild ride over the Priest Hill Grade. I wouldn't advise it for a timid or nervous person. But I saw Hangman's Gulch and the tree where Tennessee was hung, explored Bret Harte's cabin, and arrived at my destination without accident.

"The Yosemite was beyond my expectations though the season of the year was wrong—very little water in the Falls.

"After a stay in Los Angeles I went to Honolulu with the Los Angeles Chamber of Commerce. Hawaii may well be called the 'Paradise of the Pacific'—it is so beautiful—the people so kindly and interesting—and the life so different from that of 'the States.' Even the rain is different—'liquid sunshine' the natives call it. Of course I attended a 'luea' (native feast) and took the trip around the islands and to the Volcano—which refused to go into action for us. Then a restful fortnight at Waikiki where I bathed in the Pacific, had tea under the hau tree on the Halekalanī lanai (outdoor sitting room), ate breadfruit, poi, papaia, and green cocoanuts,—and nearly visited the schools. I unfortunately sprained my ankle and had to cancel that engagement. The Superintendent of Schools had made out a most attractive program for me, and I had enjoyed a very interesting interview with him. The children, being mostly Japanese, Chinese, and Hawaiian, are happy, joyous and docile. As Mr. S. quaintly put it, 'the only time he had trouble with discipline was when four teachers—Hawaiian, Portugese, Japanese, and Island-born white—occupied a three-room cottage.

"Many of the recitations are held on the beautiful lawns under the palm trees. It was a constant delight to me to be on the open electric cars when groups of children—shepherded by a 'big' girl (perhaps all of ten years old)—boarded the car to go to the dental or other clinic. They were so happy and so universally courteous. That, however, seems a characteristic of Hawaii. Every one is courteous; every one has time to direct a stranger; every one seems happy. The natives sing on all occasions, and if they do treat us to 'hoo-mailmaili' it is done so politely that we don't know it.

"On my return to California, I visited the various moving picture studios, had the great privilege of seeing the Ben Hur chariot race 'shot,' and took trips to all the nearby places, the Missions, San Gabriel Mission Play, Pasadena Rose Tournament, the beaches and all the usual tourist amusements. Then I took a bungalow at La Jolla—'The Jewel'—where I spent two delightful months. While here I visited the San Diego schools—or rather one—the Brooklyn—where I saw really remarkable work. The principal, Mr. Eugene Storm, is an unusually fine type of schoolmaster. The order is absolutely free and yet perfect. I had the honor of being one of the judges of a 'Pet

Show' held there. The patio was the assembly room and the 'show' was conducted by the children themselves under the direction of the principal and his little whistle—the teachers were in the audience and not on duty.

"After spending Easter at Riverside and attending the marvelous Sunrise Service on Mt. Rubideaux, I turned eastward, coming by way of the Grand Canyon. That is too stupendous to visit alone, it was the only time on my entire trip that I was afflicted by nostalgia. It is so immense and frozen, man seems a very weak and insignificant creature.

"I have just touched on the 'high lights' of my year. I hope you will find something of use to your purpose. The entire experience was so restful and broadening and recreative.

"I wish to extend my most hearty and sincere thanks to you and the Board of Education for having made it possible."

—ALICE B. HAINES.

Another means of preserving the morale of the teaching body lies in the new salary schedule which the Superintendent of Schools had the pleasure to recommend and which the Board of Education approved. The schedule is:

SCHEDULE OF TEACHERS' SALARIES, NEWARK, N. J.

Effective September 1, 1926

ASSISTANT SUPERINTENDENTS, DIRECTORS, AND SUPERVISORS

	1st Step	2nd Step	3rd Step	4th Step	5th Step	6th Step	7th Step	8th Step	9th Step	10th Step	11th Step	12th Step	13th Step	Max.
Assistant Superintendents.....	\$5,800	\$6,100	\$6,400	\$6,700	\$7,000	\$7,500	\$8,000	.....	.....	.....	.....	.....	.....	\$8,500
Director.....	3,100	3,300	3,500	3,700	3,900	4,100	4,300	.....	.....	.....	.....	.....	.....	(12 mos.) 5,000
Supervisor.....	2,800	3,000	3,200	3,400	3,600	3,800	4,000	4,250	.....	.....	.....	.....	.....	(10 mos.) 4,500
Assistant Supervisor.....	2,200	2,400	2,600	2,800	3,000	3,200	3,400	3,600	3,800	4,000	.....	.....	.....	" 4,200

Directors and some supervisors have two months' additional salary for July and August.

SENIOR HIGH SCHOOLS

Principal.....	\$4,400	\$4,600	\$4,800	\$5,000	\$5,200	\$5,400	\$5,600	\$5,800	\$6,100	\$6,400	\$6,700	.....	.....	\$7,000
Assistant to Principal, Head of Department, Head Assistant.....	2,800	3,000	3,200	3,400	3,600	3,800	4,000	4,200	4,400	.....	.....	.....	.....	4,600
Assistant, Dean of Girls, Study Hall Teacher, Librarian.....	2,200	2,300	2,400	2,500	2,600	2,700	2,800	3,000	3,200	3,400	3,600	3,800	4,000	4,200
Laboratory Assistant.....	1,000	1,100	1,200	1,300	1,400	1,500	1,600	1,700	.....	.....	.....	.....	.....	1,800
Pianist.....	1,000	1,100	1,200	1,300	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,400

JUNIOR HIGH SCHOOLS

Principal.....	\$3,100	\$3,300	\$3,500	\$3,700	\$3,900	\$4,100	\$4,300	\$4,500	\$4,700	\$5,000	\$5,300	\$5,600	.....	\$5,900
Vice Principal.....	2,300	2,400	2,500	2,600	2,700	2,800	3,000	3,200	3,400	.....	.....	.....	.....	3,600
Assistant.....	1,900	2,000	2,100	2,200	2,300	2,400	2,500	2,600	2,700	2,800	3,000	3,200	.....	3,400

ELEMENTARY SCHOOLS

	1st Step	2nd Step	3rd Step	4th Step	5th Step	6th Step	7th Step	8th Step	9th Step	10th Step	11th Step	12th Step	13th Step	Max.
Principal—														
(a) 19 or more classes.....	\$3,100	\$3,300	\$3,500	\$3,700	\$3,900	\$4,100	\$4,300	\$4,500	\$4,750	\$5,000	\$5,250	.....	.....	\$5,500
(b) Less than 19 classes.....	2,900	3,100	3,300	3,500	3,700	3,950	4,200	4,450	.....	.....	.....	.....	.....	4,700
Vice Principal.....	2,200	2,300	2,400	2,500	2,600	2,700	2,800	3,000	3,200	.....	.....	.....	.....	3,400
Head Asst. and First Asst.....	1,700	1,800	1,900	2,000	2,100	2,200	2,300	2,400	2,500	2,600	2,700	2,800	3,000	3,200
Assistants—Music, Physical Training, etc.....	1,700	1,800	1,900	2,000	2,100	2,200	2,300	2,400	2,500	2,600	2,700	2,800	3,000	3,200
Assistant and Kindergarten														
Directress.....	1,500	1,600	1,700	1,800	1,900	2,000	2,100	2,200	2,300	2,400	2,500	2,600	2,700	2,800
Kindergarten Assistant.....	1,500	1,600	1,700	1,800	1,900	2,000	2,100	2,200	2,300	2,400	2,500	.....	.....	2,600

SPECIAL SCHOOLS AND CLASSES

Head Teacher.....	\$2,200	\$2,300	\$2,400	\$2,500	\$2,600	\$2,700	\$2,800	\$3,000	\$3,200	.....	.....	.....	.....	\$3,400
Assistant.....	1,700	1,800	1,900	2,000	2,100	2,200	2,300	2,400	2,500	2,600	2,700	2,800	3,000	3,200

SCHOOL FOR DEAF

Principal.....	\$2,300	\$2,400	\$2,500	\$2,600	\$2,700	\$2,800	\$2,900	\$3,100	\$3,300	\$3,500	.....	.....	.....	\$3,700
Assistant.....	1,700	1,800	1,900	2,000	2,100	2,200	2,300	2,400	2,500	2,600	2,700	2,800	3,000	3,200

CONTINUATION SCHOOLS

Principal.....	\$2,900	\$3,100	\$3,300	\$3,500	\$3,700	\$3,900	\$4,100	\$4,300	\$4,500	\$4,750	\$5,000	\$5,250	.....	\$5,500
Assistant.....	1,800	1,900	2,000	2,100	2,200	2,300	2,400	2,500	2,600	2,700	2,800	2,900	3,100	3,300

A good income, permanent tenure, a pension after years of service, leaves of absence with half pay for satisfactory service, work that calls for the exercise of ability make the teachers' lot enviable. These are the rewards we offer our teachers for devotion to their profession.

Respectfully submitted,

DAVID B. CORSON,

Superintendent of Schools.

STATISTICS

Accompanying Report of Superintendent of Schools

GENERAL STATISTICS, JULY 1, 1925 TO JUNE 30, 1927

1925-1926

1926-1927

68

69

Number of separate school buildings.....

SYNOPSIS SHOWING TYPES OF SCHOOLS, NUMBER OF TEACHERS EMPLOYED AND ENROLLMENT

TYPES OF SCHOOLS	1925-1926			1926-1927						
	No. of Schools or Classes	No. of Teach- ers Em- ployed	Enrollment			No. of Schools or Classes	No. of Teach- ers Em- ployed	Enrollment		
			Boys	Girls	Total			Boys	Girls	Total
<i>Day Schools</i>										
Senior high.....	4	1302	4,154	3,502	\$7,656	5	1331 1/2	4,234	3,512	\$7,746
Junior High (7-8-9 Grades).....	3	68	1,261	1,324	2,585	3	1,151	985	1,151	2,139
Elementary—gram. and primary.....	53	1,647	30,637	29,815	60,452	53	1,656	30,462	29,843	60,305
Elementary—kindergarten.....	52	129	5,120	5,124	10,244	52	128	5,304	5,237	10,541
Continuation.....	2	24	2,203	1,927	4,130	2	24	2,242	2,036	4,278
Special—										
Ungraded.....	3	9	95	.....	95	3	10 1/2	124	124	124
Binet.....	10	43	404	234	638	10	45	422	231	653
Deaf.....	1	13	57	38	95	1	13	55	31	86
Blind (classes).....	2	3	14	9	23	2	2	18	7	25
Anemic.....	1	2	31	29	60	1	2	22	26	48
Nutrition (classes).....	24	6	*	*	*	24	10	*	*	*
Speech correction (centers).....	14	4	**	**	**	14	4	**	**	**
Crippled.....	3	13	155	132	287	3	13	150	127	277
Sight conservation (classes).....	2	2	17	9	26	2	2	20	9	29
Superintendent.....	.....	1	.....	.....	.....	.....	1	.....	.....	.....
Assistant superintendents.....	.....	5	.....	.....	.....	.....	4	.....	.....	.....
Supervisors.....	.....	29	.....	.....	.....	.....	28	.....	.....	.....
Corrective gymnastics.....	.....	3	.....	.....	.....	.....	3	.....	.....	.....
Oral Hygienist.....	.....	1	.....	.....	.....	.....	1	.....	.....	.....
Child Guidance.....	.....	2	.....	.....	.....	.....	2	.....	.....	.....
Research department.....	.....	1	.....	.....	.....	.....	1	.....	.....	.....
Art department.....	.....	1	.....	.....	.....	.....	1	.....	.....	.....
Totals.....	.....	2,308	44,148	42,143	86,291	.....	2,355	44,038	42,210	86,248

† Includes Dean of Girls.

‡ Does not include those admitted from grammar school during year.

§ Pupils enrolled in regular classes are sent to nutrition centers for special instruction.

** Pupils enrolled in regular classes are sent to speech correction centers for special instruction.

SYNOPSIS SHOWING TYPES OF SCHOOLS, NUMBER OF TEACHERS EMPLOYED AND ENROLLMENT—Continued

TYPES OF SCHOOLS	1925-1926				1926-1927					
	No. of Schools or Classes	No. of Teach- ers Em- ployed	Enrollment			No. of Schools or Classes	No. of Teach- ers Em- ployed	Enrollment		
			Boys	Girls	Total			Boys	Girls	Total
<i>Evening Schools</i>										
Accredited High.....	5	150	2,398	2,506	4,904	1	30	651	227	878
High.....	10	93	2,747	1,122	3,869	4	97	1,617	2,004	3,621
Vocational.....	1	47	1,215	1,005	2,220	10	63	2,154	780	2,934
Lib-Reading.....	1	3	5	14	19	1	65	1,669	1,308	2,977
Americanization.....	1	1	1	50	50	1	3	7	9	16
Supervisors.....	---	4	---	---	---	3	11	453	213	666
Totals.....	---	298	6,365	4,697	11,062	---	273	6,551	4,541	11,092
<i>Summer Schools</i>										
Senior high.....	2	78	1,357	757	2,114	2	88	1,512	858	2,370
Junior high (7-8-9 grades).....	1	12	111	128	239	1	11	117	105	222
Elementary.....	24	426	7,456	6,937	14,393	24	438	7,609	7,007	14,616
Totals.....	---	516	8,924	7,822	16,746	---	537	9,238	7,970	17,208
<i>All-year Schools (Summer Session)</i>										
Senior high.....	1	84	839	958	1,797	1	87	926	1,138	2,064
Junior high (7th, 8th, 9th grades).....	1	21	309	329	638	1	20	256	289	545
Elementary.....	8	306	5,114	4,980	10,094	8	307	5,067	4,937	10,004
Special.....	5	15	181	159	340	5	14	173	142	315
Totals.....	---	426	6,443	6,426	12,869	---	428	6,422	6,506	12,928

SYNOPSIS SHOWING TYPES OF SCHOOLS, NUMBER OF TEACHERS EMPLOYED AND ENROLLMENT—Continued

TYPES OF SCHOOL										
1925-1926						1926-1927				
	No. of Schools or Classes	No. of Teach- ers Em- ployed	Average daily attendance			No. of Schools or Classes	No. of Teach- ers Em- ployed	Average daily attendance		
			Boys	Girls	Total			Boys	Girls	Total
<i>Playgrounds</i>										
Summer (day)—July and Aug.....	23	493	3,569	3,164	6,733	23	*98	4,307	3,683	7,990
Summer (evening)—July and Aug.....	15	32	3,326	2,746	6,072	15	31	3,867	3,907	6,874
After school (day) Oct. & Nov.....	15	30	1,741	1,612	3,353	15	30	1,894	1,640	3,534
After school (day)—April-June.....	15	30	2,217	1,994	4,211	13	26	1,999	1,700	3,699
After school (even.) April-June.....	10	20	1,793	1,562	3,355	7	14	1,443	1,215	2,658
After school (even.)—Oct. and Nov.....	9	9	746	677	1,423	5	10	802	676	1,478
After school (day)—July and Aug.....	4	13	1,230	777	2,007	3	7	624	520	1,144
All-year (day)—Aug. to July.....	5	18	1,153	696	1,849	6	18	1,497	985	2,482
All-year (day)—July and Aug.....	5	10	745	230	975	6	24	1,666	1,225	2,891
All-year (even.)—Aug. to July.....	5	5	1,107	416	1,523	6	17	1,057	502	1,559
All-year (even.)—July and Aug.....	5	14	1,107	416	1,523	6	20	1,729	1,132	2,861
Totals.....	.....	269	17,627	13,874	31,501	.....	295	20,885	16,285	37,170
<i>Social Centers</i>										
Social centers.....	22	44	.....	.....	3,513	23	46	.....	.....	3,453
Totals.....	22	*44	.....	.....	\$3,513	23	*46	.....	.....	\$3,453

† Includes 3 supervisors and 6 pianists.

* Includes 3 supervisors and 7 pianists.

§ Includes only those workers who are paid by the Board of Education.

§ Average attendance per night for the year.

ENROLLMENT, ATTENDANCE, ETC.

ALL DAY SCHOOLS

	1925-1926	1926-1927
Total enrollment.....	86,291	86,248
Average enrollment.....	72,007	71,920
Average attendance.....	65,867	66,222
Per cent of attendance.....	91.5	92.1
Number of days schools were actually in session.....	191½	194
Total number of days present—		
Boys.....	6,681,961	6,814,391
Girls.....	6,416,634	6,547,017
All pupils.....	*13,098,595	*13,361,408
Total number of days absent—		
Boys.....	612,875½	572,284½
Girls.....	606,435	575,187½
All pupils.....	*1,219,310½	*1,147,472
Average number of days present— all pupils.....	151.8	154.9
Average number of days absent— all pupils.....	14.1	13.3
Number of pupils who have been neither absent nor tardy during the year.....	1,166	1,846
Number of sessions truant.....	27,568	20,402
Total number of cases of tardiness.....	92,549	92,849½
Total attendance allowed by State—		
Day schools.....	‡13,137,349½	§13,401,662½
Evening schools.....	277,705	224,499
Summer schools.....	244,483½	233,997½
Quarantine.....	58,159½	44,551
Allowance.....	594½	217
Total allowance.....	13,718,292	13,904,927

* Includes days present and days absent in all-year schools for July and August.

‡ Includes 116,737½ days for continuation schools.

§ Includes 120,802½ days for continuation schools.

AGE, SEX AND NUMBER OF PUPILS ENROLLED

AGE	1925-1926				1926-1927		
	Boys	Girls	Total	Per cent of Total Enrollment	Boys	Girls	Total
Under 4.....	19	20	39	.05	30	25	55
4 to 5.....	1,042	1,072	2,114	2.45	982	1,039	2,021
5 to 6.....	2,759	2,690	5,449	6.31	2,848	2,797	5,645
6 to 7.....	3,608	3,500	7,108	8.24	3,769	3,650	7,419
7 to 8.....	3,716	3,582	7,298	8.46	3,752	3,715	7,467
8 to 9.....	3,754	3,773	7,527	8.72	3,735	3,853	7,588
9 to 10.....	3,650	3,625	7,275	8.43	3,749	3,682	7,431
10 to 11.....	3,752	3,638	7,390	8.56	3,584	3,600	7,184
11 to 12.....	3,759	3,731	7,490	8.68	3,704	3,609	7,313
12 to 13.....	3,725	3,643	7,368	8.54	3,763	3,687	7,450
13 to 14.....	3,746	3,696	7,442	8.62	3,684	3,606	7,290
14 to 15.....	4,502	3,126	7,628	8.84	4,718	4,336	9,054
15 to 16.....	3,520	4,159	7,679	8.90	3,244	3,050	6,294
16 to 17.....	1,371	1,070	2,441	2.83	1,301	1,156	2,457
17 to 18.....	714	537	1,251	1.45	686	459	1,145
18 to 19.....	319	201	520	.60	305	195	500
19 to 20.....	123	57	180	.21	116	29	145
Over 20.....	69	23	92	.11	68	22	90
Totals.....	44,148	42,143	86,291	100.00	44,038	42,210	86,248
							100.00

Total Enrollment, Average Enrollment, and Average Attendance for the Past Five Years

Year	Total enrollment	Average enrollment	Average attendance
1923.....	87,316	72,091	65,704
1924.....	88,111	73,128	66,560
1925.....	87,504	73,078	66,751
1926.....	86,291	72,007	65,867
1927.....	86,248	71,920	66,222

Annual Increase in Enrollment and in Attendance for the Past Five Years

Year	Total enrollment	Average enrollment	Average attendance
1923.....	1,908	1,756	1,695
1924.....	795	1,037	856
1925.....	*607	*50	191
1926.....	*1,213	*1,071	*884
1927.....	*43	*87	355

* Decrease.

ENROLLMENT BY GRADES

	1924-1925	1925-1926	Increase	Decrease	1926-1927	Increase	Decrease
*Senior high schools.....	7,743	7,656	.....	87	7,746	90	.....
Junior high schools.....	2,691	2,585	.....	106	2,136	.....	449
Grammar grades.....	24,401	24,546	145	.....	24,568	22	.....
Primary grades.....	36,469	35,906	.....	563	35,737	.....	169
Kindergarten.....	10,086	10,244	158	.....	10,541	297	.....
§Special schools.....	2,233	1,224	.....	1,009	1,242	18	.....
Continuation schools.....	3,881	4,130	249	.....	4,278	148	.....

* Does not include pupils admitted from grammar schools during year.

† Vocational schools transferred to County, January 1, 1925—enrollment included for year 1924-1925.

DISTRIBUTION OF PUPILS BY GRADES FOR LAST FIVE YEARS
(Based on total enrollment)

GRADE	Number of Pupils					Percentage				
	1923	1924	1925	1926	1927	1923	1924	1925	1926	1927
Senior High.....	7,359	7,556	7,743	7,656	7,746	8.43	8.58	8.85	8.87	8.98
Junior High (9th grade).....	1,126	1,358	1,256	1,320	923	1.29	1.54	1.44	1.53	1.07
Eighth.....	4,837	4,754	4,575	4,926	4,921	5.54	5.40	5.23	5.71	5.71
Seventh.....	5,554	5,747	6,233	5,886	5,977	6.36	6.52	7.12	6.82	6.93
Sixth.....	6,965	7,064	7,002	7,026	7,066	7.98	8.02	8.00	8.14	8.19
Fifth.....	7,800	7,916	8,026	7,973	7,817	8.93	8.98	9.17	9.24	9.06
Fourth.....	7,860	7,966	8,436	8,171	8,300	9.00	9.04	9.64	9.47	9.62
Third.....	8,444	8,854	8,259	8,448	8,176	9.67	10.05	9.44	9.79	9.48
Second.....	9,419	8,776	8,881	9,027	8,557	10.79	9.96	10.15	10.46	9.92
First.....	10,786	11,104	10,893	10,260	10,704	12.35	12.60	12.45	11.89	12.41
Kindergarten.....	10,657	10,576	10,086	10,244	10,541	12.21	12.00	11.53	11.87	12.23
Ungraded.....	91	95	89	95	124	.10	.11	.10	.11	.14
Vocational.....	943	992	1,030	.....	.....	1.08	1.13	1.18	.....	.....
Binet.....	520	556	584	638	653	.60	.63	.67	.74	.76
Deaf.....	84	84	91	95	86	.10	.10	.10	.11	.10
Blind and Sight Conservation.....	20	25	29	49	54	.02	.03	.03	.06	.06
Open Window and Tubercular.....	448	317	149	60	48	.61	.36	.17	.07	.06
Crippled.....	238	234	261	287	277	.27	.26	.30	.33	.32
Continuation.....	4,165	4,137	3,881	4,130	4,278	4.77	4.69	4.43	4.79	4.96
Total.....	87,316	88,111	87,504	86,291	86,248	100.	100.	100.	100.	100.

ELEMENTARY SCHOOLS

*Average Number of Pupils Per Class and Kindergarten
Statistics—1925-1926*

SCHOOL	Grammar and primary				Kindergarten			
	No. of classes	Average enrollment	Average attendance	Pupils per class	No. of teachers	Enrollment	Average enrollment	Average attendance
Abington Avenue.....	38	1,561	1,461	41	4	356	179	158
Alexander Street.....	28	1,097	1,023	39	2	141	97	76
Ann Street.....	48	1,935	1,761	40	3	254	160	135
Avon Avenue.....	33	1,307	1,196	40	3	195	123	106
Belmont Avenue.....	38	1,461	1,339	38	2	259	113	96
Bergen Street.....	38	1,568	1,452	41	2	206	122	100
Bruce Street.....	7	292	264	42	2	122	88	71
Burnet Street.....	34	1,303	1,170	38	3	218	140	107
Camden Street.....	22	914	851	42	4	308	211	176
Central Avenue.....	28	1,081	1,008	39	2	142	93	79
Charlton Street.....	32	1,196	1,106	37	4	281	167	137
Chestnut Street.....	16	567	514	35	1	116	61	48
Cleveland (Kdg.—6th).....	20	736	681	37	2	189	80	66
Dayton Street.....	2	63	56	32	—	—	—	—
Eighteenth Avenue.....	30	1,174	1,088	39	2	173	109	88
Elizabeth Avenue.....	6	210	187	35	1	87	56	47
Elliott Street.....	24	918	839	38	2	168	106	93
Fifteenth Avenue.....	38	1,568	1,459	41	3	278	182	141
Fourteenth Avenue.....	24	1,028	962	43	3	218	164	132
Franklin.....	43	1,690	1,573	39	4	279	190	165
Garfield.....	31	1,297	1,191	42	3	216	151	124
Hawkins Street.....	29	1,168	1,083	40	2	154	90	85
Hawthorne Avenue.....	51	2,089	1,922	41	3	276	171	128
Lafayette Street.....	42	1,719	1,570	41	4	340	157	137
Lawrence Street.....	2	54	46	27	—	23	12	10
Lincoln.....	18	683	634	38	2	116	74	57
Madison (Kdg.—6th).....	26	1,027	934	40	2	174	108	76
Maple Avenue.....	19	774	711	41	3	203	128	101
McKinley.....	50	1,841	1,724	37	6	529	296	257
Miller Street.....	39	1,487	1,348	38	2	177	94	77
Monmouth Street.....	19	712	651	37	2	150	85	71
Montgomery Street.....	17	646	592	38	2	152	94	69
Morton Street.....	35	1,340	1,241	38	3	205	117	95
Newton Street.....	38	1,416	1,288	38	5	390	204	174
Oliver Street.....	39	1,502	1,380	39	3	213	149	132
Peshine Avenue.....	33	1,365	1,253	41	2	164	109	85
Ridge Street.....	16	607	561	38	1	99	62	47
Robert Treat (Kdg.—6th).....	40	1,501	1,394	38	4	263	168	142
Roseville Avenue.....	9	326	299	36	1	105	63	50
South Street.....	18	781	712	43	3	191	124	106
South Eighth Street.....	30	1,097	1,026	37	2	151	84	69
South Seventeenth Street.....	37	1,491	1,366	40	2	224	123	97
South Tenth Street.....	21	859	805	41	2	125	82	66
Speedway Avenue.....	7	258	243	37	1	94	52	43
Summer Avenue.....	20	854	778	43	1	83	52	43
Summer Place.....	7	296	268	42	1	77	46	37
Sussex Avenue.....	20	876	802	44	2	143	98	67
Walnut Street.....	6	218	203	36	2	122	91	76
Warren Street.....	25	975	904	39	3	225	157	133
Washington Street.....	15	529	491	35	2	105	60	49
Waverly Avenue.....	16	695	636	43	2	153	50	41
Webster Street.....	33	1,188	1,131	36	3	301	144	128
Wilson Avenue.....	45	1,628	1,482	36	4	317	131	119
Totals.....	1,402	54,968	51,659	39	129	10,244	6,067	5,012

ELEMENTARY SCHOOLS

*Average Number of Pupils Per Class and Kindergarten
Statistics—1926-1927*

SCHOOL	Grammar and Primary				Kindergarten			
	No. of classes	Average enrollment	Average attendance	Pupils per class	No. of teachers	Enrollment	Average enrollment	Average attendance
Abington Avenue.....	46	1,886	1,742	41	4	376	200	174
Alexander Street.....	31	1,332	1,218	43	2	189	128	95
Ann Street.....	52	2,179	1,991	42	3	265	163	137
Avon Avenue.....	36	1,406	1,286	39	3	225	141	126
Belmont Avenue.....	40	1,494	1,368	37	2	237	105	93
Bergen Street.....	40	1,689	1,562	42	2	203	117	99
Bruce Street.....	9	338	301	38	2	135	87	70
Burnet Street.....	37	1,389	1,238	38	3	238	146	108
Camden Street.....	26	1,087	1,000	42	4	320	213	180
Central Avenue.....	30	1,163	1,089	39	2	143	94	81
Charlton Street.....	35	1,291	1,174	37	4	290	185	153
Chestnut Street.....	17	588	530	35	2	115	70	55
Cleveland (Kdg.—6th).....	22	794	734	36	2	187	77	73
Dayton Street.....	2	71	65	36	..	..	..	..
Eighteenth Avenue.....	31	1,219	1,110	39	2	166	99	81
Elizabeth Avenue.....	7	265	236	38	1	102	55	49
Elliott Street.....	26	1,059	970	41	2	173	107	89
Fifteenth Avenue.....	41	1,773	1,615	43	3	279	189	147
Fourteenth Avenue.....	27	1,224	1,126	45	3	253	180	146
Franklin.....	47	1,904	1,778	41	4	289	217	194
Garfield.....	35	1,555	1,425	44	3	266	174	139
Hawkins Street.....	31	1,212	1,115	39	2	152	95	86
Hawthorne Avenue.....	51	2,014	1,845	41	3	239	121	97
Lafayette Street.....	46	1,772	1,620	39	3	364	169	148
Lawrence Street.....	2	51	45	26	..	9	4	4
Lincoln.....	22	873	815	40	2	144	83	76
Madison (Kdg.—6th).....	28	1,114	1,011	40	2	177	100	76
Maple Avenue.....	33	1,405	1,284	43	3	233	154	120
McKinley.....	53	2,059	1,929	39	6	520	285	250
Miller Street.....	40	1,561	1,425	39	2	178	104	85
Monmouth Street.....	21	783	713	37	2	152	88	71
Montgomery Street.....	19	695	618	37	2	130	81	61
Morton Street.....	38	1,380	1,265	36	3	211	120	99
Newton Street.....	42	1,572	1,435	37	5	395	202	174
Oliver Street.....	42	1,662	1,538	40	3	234	153	136
Peshine Avenue.....	35	1,496	1,357	43	2	185	124	98
Ridge Street.....	18	672	615	37	1	93	54	43
Robert Treat (Kdg.—6th).....	43	1,706	1,589	40	4	273	175	150
Roseville Avenue.....	11	416	369	38	2	115	74	58
South Street.....	21	871	780	41	3	195	125	104
South Eighth Street.....	32	1,173	1,093	37	2	169	104	89
South Seventeenth Street.....	39	1,672	1,524	43	2	191	120	97
South Tenth Street.....	23	899	835	39	2	127	77	64
Speedway Avenue.....	9	308	283	34	1	100	57	48
Summer Avenue.....	23	902	830	39	1	95	31	27
Summer Place.....	9	338	307	38	1	68	37	29
Sussex Avenue.....	22	959	868	44	2	148	95	71
Walnut Street.....	8	294	265	37	2	131	79	64
Warren Street.....	27	1,047	968	39	3	217	142	120
Washington Street.....	17	542	502	32	1	98	61	51
Waverly Avenue.....	18	761	698	42	2	165	105	86
Webster Street.....	35	1,283	1,223	37	3	282	138	125
Wilson Avenue.....	48	1,740	1,599	36	3	300	114	103
Totals.....	1,543	60,938	55,921	2,065	128	10,541	6,218	5,199

*Statistics of Enrollment of Grammar School Pupils for the
Last Ten Years*

Year	Grammar school enrollment	Enrollment seventh grade	Enrollment eighth grade	Increase seventh grade	Increase eighth grade
1918.....	21,458	4,342	3,599	*161	121
1919.....	23,404	4,809	3,561	467	*38
1920.....	23,071	5,287	3,856	478	295
1921.....	24,093	5,424	4,307	137	451
1922.....	24,692	5,799	4,699	375	392
1923.....	25,156	5,554	4,837	*245	138
1924.....	25,481	5,747	4,754	193	*83
1925.....	25,836	6,233	4,575	486	*179
1926.....	25,811	5,886	4,926	*347	351
1927.....	25,781	5,977	4,921	91	*5

* Decrease.

ALL YEAR SCHOOLS—SUMMER SESSIONS
Enrollment, Attendance, etc., for the Months of July and August 1926

	Senior high school	Junior high school	Elementary schools			Special schools	Grand total
			Grammar	Primary	Kinder- garten	Total	
Number of schools.....	1						15
Total enrollment.....	1,797	638	3,753	5,332	1,009	10,094	12,869
Average enrollment.....	1,724	605	3,518	4,945	911	9,374	11,913
Average attendance.....	1,594	573	3,267	4,514	790	8,571	10,930
Per cent of attendance.....	92.4	94.6				91.7	91.8
Number who left during term.....	124	47	333	578	126	1,037	1,368
Number of pupils promoted.....	1,424	501	2,742	3,714	252	6,708	8,648
Number of pupils not promoted.....	373	94	617	1,083	642	2,342	2,812
Number of cases of illness of pupils attributable to school.....				5		5	5
Number of cases of tardiness.....	320	66	465	1,461	29	1,955	2,342
Number of days illness of teachers.....	18	4	122	137	32	291	315
Number of cases of quarantine, teachers and pupils.....	1	1	11	20		31	33
Number of classes.....	62	21	97½	126½	18	242	336
	Men	Women	Men	Women	Men	Women	Grand total
Number of teachers employed, in- cluding principals and clerks.....	57	27	40	266		15	426
Number of graduates.....	62	67	131	162		6	486

*No promotions in the Elizabeth Avenue Open Air school and in the crippled classes in August.

ALL-YEAR SCHOOLS—SUMMER SESSIONS
Enrollment, Attendance, etc. for the Months of July and August 1927

	Senior high school	Junior high school	Elementary schools				Special schools	Grand total
			Grammar	Primary	Kindergarten	Total		
Number of schools.....	1						5	7
Total enrollment.....	2,064	545	3,670	5,343	991	10,004	315	12,928
Average enrollment.....	1,994	541	3,505	5,001	902	9,409	301	12,160
Average attendance.....	1,865	515	3,293	4,636	799	8,728	194	11,302
Per cent of attendance.....	93.5	95	94.2	92.6	88.2	92.8	95.4	91.5
Number who left during term.....	122	11	265	493	98	856	100	1,089
Number of pupils promoted.....	1,665	1,217	2,841	3,733	236	6,810	*11	9,703
Number of pupils not promoted.....	277	229	593	1,087	668	2,348	.....	2,854
Number of cases of illness of pupils attributable to school.....	.....	.....	.....	7	.....	7	2	9
Number of cases of tardiness.....	276	24	415	761	21	1,197	.....	1,497
Number of days illness of teachers.....	37	9	136	166	44	346	12	592 1/2
Number of cases of quarantine, teachers and pupils.....	1	2	18	27	7	52	1	56
Number of classes.....	65	20	97	130	21	248	17	350
	Men	Women	Men	Women	Women	Total	Men	Women
Number of teachers employed including principals and clerks.....	56	31	38	269	269	307	1	13
Number of graduates.....	47	59	136	129	129	265	2	....
								Grand total
								428
								455

*No promotions in the Elizabeth Avenue Open Air School and in the Crippled Classes in August.

HIGH SCHOOLS

*Statistics of Enrollment and Attendance of High School Pupils
for the Last Ten Years*

Year	*Total enrollment	In- crease	Per cent of in- crease	Average enrollment	In- crease	Aver- age at- tendance	In- crease
1918.....	6,424	†127	†1.9	5,167	48	4,791	1
1919.....	6,775	351	5.2	5,103	†64	4,716	†75
1920.....	7,115	340	5.	5,401	298	5,006	290
1921.....	8,252	1,137	15.9	5,942	541	5,520	514
1922.....	9,751	1,499	18.2	7,211	1,269	6,658	1,138
1923.....	11,371	1,620	16.6	7,858	647	7,274	616
1924.....	11,356	†15	†.13	8,221	363	7,602	328
1925.....	11,746	390	3.4	8,433	212	7,786	184
1926.....	11,531	†215	†1.8	8,251	†182	7,704	†82
1927.....	11,981	450	3.7	8,257	6	7,784	80

* Includes pupils admitted from grammar schools during year and the 9th year pupils in junior high schools beginning with 1918.

† Decrease.

Distribution by Grades, Including Ninth Grade of Junior High Schools
1925-1926

Grade	Boys	Girls	Total	Compared with 1924-1925		Per cent of Total Enrollment
				Increase	Decrease	
First year.....	2,888	2,625	*5,513	.....	133	47.8
Second year.....	1,664	1,382	3,046	.....	35	26.4
Third year.....	884	760	1,644	.....	26	14.3
Fourth year.....	693	635	1,328	.....	21	11.5
Total.....	6,129	5,402	11,531	.....	215	100.

* Includes pupils admitted from grammar schools during year and ninth year pupils in junior high schools. Of these, 1,024 boys and 1,092 girls were enrolled in the three junior high schools.

1926-1927

Grade	Boys	Girls	Total	Compared with 1925-1926		Per cent of Total Enrollment
				Increase	Decrease	
First year.....	3,049	2,962	*6,011	498	.....	50.2
Second year.....	1,548	1,365	2,913	.....	133	24.3
Third year.....	944	733	1,677	33	.....	14.
Fourth year.....	721	659	1,380	52	.....	11.5
Total.....	6,262	5,719	11,981	583	133	100.
Net increase.....				450		

* Includes pupils admitted from grammar schools during year and ninth year pupils in junior high schools. Of these 955 and 1,141 girls were enrolled in the three junior high schools.

Junior High Schools—Distribution by Grades

1925-1926 Compared with 1924-1925

Year	7th Grade		8th Grade		*9th Grade		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1925-1926	311	325	341	288	609	711	1,261	1,324
1924-1925	387	369	307	372	588	668	1,282	1,409
Increase			34		21	43		
Decrease	76	44		84			21	85

1926-1927 Compared with 1925-1926

1926-1927	316	326	271	300	398	525	985	1,151
1925-1926	311	325	341	288	609	711	1,261	1,324
Increase.....	5	1		112				
Decrease.....			70		211	186	276	173

* Does not include pupils admitted during year from grammar school.

SPEECH IMPROVEMENT CENTERS
Enrollment in the Several Classes for the Year 1925-1926
And Disposition of Cases

CENTER	Enrolled in home school	Transferred from other schools	Enrolled from other sources	Total enrollment for year	Discontinued work during year	Remained for treatment	Corrected	Still under treatment	Improved	Pathological handicap	Psychological handicap	Schools reported in center including center
Barringer High.....	44	1	...	45	18	27	16	11	11	1	...	2
South Side High.....	30	3	1	34	13	21	8	13	13	...	...	3
Ann Street.....	79	2	...	81	7	74	46	28	27	8	2	3
Beimont Avenue.....	97	1	...	98	11	87	50	37	36	...	...	2
Elliott Street.....	54	1	...	55	13	42	23	19	18	3	...	2
Fifteenth Avenue.....	70	2	...	72	11	61	32	29	29	5	...	3
Franklin.....	81	3	...	84	12	72	23	49	49	...	...	2
Garfield.....	69	2	...	71	12	59	20	39	39	...	...	2
Madison.....	82	3	2	87	15	72	38	34	34	4	...	4
Miller Street.....	127	6	...	133	12	121	77	44	44	11	2	4
Robert Treat.....	85	11	2	98	31	67	35	32	31	...	...	8
South Eighth Street.....	64	2	...	66	8	58	17	41	41	...	...	3
Webster Street.....	83	1	1	85	24	61	38	23	21	4	...	2
Wilson Avenue.....	57	...	...	57	8	49	25	24	24	6	3	1
Total.....	1,022	38	6	1,066	195	871	448	423	417	42	7	41

SPEECH IMPROVEMENT CENTERS
Enrollment in the Several Classes for the Year 1926-1927
And Disposition of Cases

CENTER	Enrolled in home school	Transferred from other schools	Enrolled from other sources	Total enrollment for year	Discontinued work during year	Remained for treatment	Corrected	Still under treatment	Improved	Pathological handicap	Psychological handicap	Schools represented in center including center
West Side High.....	61	4	1	66	11	55	30	25	36	1	5	4
Ann Street.....	82	1	.....	82	21	61	32	29	50	9	.....	1
Belmont Avenue.....	102	1	.....	106	20	86	40	46	66	4	.....	4
Elliott Street.....	52	1	.....	54	8	46	22	24	32	8	1	2
Fifteenth Avenue.....	70	1	.....	71	13	58	38	20	33	.....	.....	2
Franklin.....	73	1	.....	75	15	60	23	37	52	.....	.....	2
Garfield.....	67	1	.....	68	12	56	22	34	46	.....	.....	2
Madison.....	93	5	.....	99	16	83	54	29	45	.....	.....	2
Miller Street.....	140	3	1	143	9	134	77	57	66	5	.....	4
Robert Treat.....	70	3	.....	73	14	59	22	37	51	.....	.....	3
South Eighth Street.....	78	6	.....	84	18	66	36	30	48	.....	.....	3
Welder Street.....	59	1	.....	60	14	46	21	25	39	.....	.....	3
Wilson Avenue.....	73	.....	.....	73	6	67	28	39	45	.....	.....	1
Total.....	1,020	32	2	1,054	177	877	445	432	609	27	7	34

**PROMOTIONS AND NON-PROMOTIONS IN
ELEMENTARY SCHOOLS
TRADITIONAL SCHOOLS**

Promotions of Pupils by Grades, for Term Ending January 31, 1926

GRADE	On roll last day of term	Number of these promoted during term	Number of these promoted last day of term	Number of these not promoted at any time during term	Number promoted twice during term	Number of pupils promoted during term who are not now on roll	Number of pupils demoted during term	Per cent of individuals promoted	Per cent of promotions on half year units of course of study completed	Number of pupils who were not promoted during the last two terms
8A.....	1,561	23	1,423	138	23	—	5	90.8	92.3	5
8B.....	1,975	53	1,648	318	44	1	13	83.2	85.5	8
7A.....	1,890	35	1,609	274	28	5	13	84.9	86.3	14
7B.....	2,348	79	1,942	372	45	5	9	83.8	85.7	27
6A.....	2,295	33	1,951	341	30	11	7	84.9	86.2	25
6B.....	2,887	20	2,468	416	17	5	4	85.5	86.1	50
5A.....	2,659	71	2,328	326	66	16	11	87.4	89.9	49
5B.....	3,326	142	2,750	472	38	9	17	85.3	86.5	50
4A.....	2,632	114	2,276	288	46	18	6	88.9	90.6	19
4B.....	3,062	138	2,582	418	76	23	18	85.9	88.3	20
3A.....	2,849	34	2,427	421	33	22	9	85.	86.2	29
3B.....	3,206	118	2,773	398	83	22	10	87.4	89.9	33
2A.....	2,772	165	2,300	368	61	36	10	86.5	88.7	46
2B.....	3,513	151	2,892	514	44	33	14	85.1	86.4	45
1A.....	2,841	141	2,310	425	35	16	4	85.	86.2	73
1B.....	4,040	3	3,090	950	3	25	5	76.5	76.6	100
Total.....	43,856	1,320	36,769	6,439	672	247	155	85.	86.6	593
Kinderg'n.....	5,491	—	2,177	3,314	—	2	—	39.7	39.7	237

For the term ending June 30, 1926

8A.....	1,739	9	1,667	72	9	1	4	95.6	96.1	1
8B.....	1,772	11	1,489	283	11	11	11	83.5	84.1	12
7A.....	2,103	34	1,768	328	27	19	6	84.3	85.5	27
7B.....	2,098	48	1,742	356	48	8	13	82.5	84.8	24
6A.....	2,661	28	2,290	364	21	25	5	86.3	87.	37
6B.....	2,582	50	2,202	378	48	16	3	85.3	87.2	26
5A.....	3,010	101	2,646	333	70	31	7	88.8	91.1	24
5B.....	2,732	68	2,291	402	29	12	4	85.2	86.3	46
4A.....	2,868	87	2,513	318	50	18	7	88.7	90.5	20
4B.....	2,914	139	2,498	309	32	23	10	89.1	90.2	28
3A.....	3,056	59	2,728	328	59	23	12	89.	90.9	21
3B.....	2,825	127	2,486	306	94	49	11	89.	92.2	23
2A.....	3,276	172	2,841	315	52	27	5	90.3	91.9	30
2B.....	2,871	137	2,389	383	38	28	4	86.7	88.	49
1A.....	3,409	129	2,847	475	42	40	4	86.1	87.3	71
1B.....	3,083	3	2,412	671	3	41	3	78.4	78.5	160
Total.....	42,999	1,202	36,809	5,621	633	372	109	86.8	88.2	599
Kinderg'n.....	4,295	—	2,255	2,040	—	6	—	52.6	52.6	140

*Promotions of Pupils in Traditional Schools by Grades for the Term
Ending January 31, 1927*

GRADE	On roll last day of term	Number of these promoted during term	Number of these promoted last day of term	Number of these not promoted at any time during term	Number promoted twice during term	Number of pupils promoted during term who are not now on roll	Number of pupils demoted during term	Per cent of individuals promoted	Per cent of promotions on half year units of course of study completed	Number of pupils who were not promoted during the last two terms
8A.....	1,571	13	1,501	70	13	1	4	95.5	96.4	4
8B.....	1,938	20	1,676	262	20	3	8	86.3	87.3	8
7A.....	1,837	91	1,612	225	91	3	8	87.3	92.3	14
7B.....	2,341	25	1,989	352	25	38	9	84.8	85.9	17
6A.....	2,367	17	2,067	300	17	16	13	86.9	87.6	17
6B.....	2,876	23	2,549	324	20	5	4	88.6	89.3	29
5A.....	2,572	24	2,322	248	22	16	26	89.4	90.3	15
5B.....	3,095	53	2,693	364	15	14	8	88.0	88.5	23
4A.....	2,861	174	2,438	309	60	7	14	88.7	90.8	21
4B.....	3,124	108	2,678	374	36	42	14	87.7	88.9	28
3A.....	2,795	65	2,456	310	36	21	6	88.8	90.1	21
3B.....	3,176	128	2,788	324	64	37	7	89.7	91.7	23
2A.....	2,815	85	2,370	389	33	19	7	86.0	87.2	28
2B.....	3,433	131	2,858	474	30	15	8	86.0	86.9	34
1A.....	2,877	104	2,450	371	48	23	6	87.0	88.7	37
1B.....	4,190	8	3,295	895	8	28	10	78.5	78.7	80
Total.....	43,868	1,073	37,742	5,591	538	285	144	87.0	88.2	389
Kinderg'n.....	5,468	.....	2,238	3,230	.....	6	.....	41.0	41.0	153

For the Term Ending June 30, 1927

8A.....	1,774	29	1,698	75	28	5	7	95.4	96.9	1
8B.....	1,721	28	1,453	268	28	5	4	84.2	85.9	19
7A.....	2,046	20	1,793	253	20	2	3	99.7	88.5	16
7B.....	2,228	32	1,904	323	31	3	9	99.5	86.5	29
6A.....	2,712	20	2,435	277	20	7	3	99.6	90.4	15
6B.....	2,504	54	2,260	243	53	24	6	98.8	92.2	33
5A.....	2,918	79	2,622	296	79	15	8	99.2	92.3	32
5B.....	2,779	84	2,377	363	45	30	11	98.5	88.3	34
4A.....	2,997	133	2,661	264	61	13	9	99.3	92.9	19
4B.....	2,814	109	2,452	326	73	18	6	99.3	90.8	21
3A.....	3,094	97	2,768	320	91	14	8	99.3	92.4	26
3B.....	2,781	147	2,390	297	53	43	10	98.1	91.	29
2A.....	3,200	146	2,750	355	51	37	7	98.6	90.4	32
2B.....	2,929	183	2,402	425	81	14	9	99.2	90.2	71
1A.....	3,573	152	3,005	495	79	49	13	98.3	88.	50
1B.....	3,078	12	2,422	656	12	48	10	98.1	88.1	167
Total.....	43,144	1,325	37,388	5,236	805	322	123	99.	89.5	594
Kinderg'n.....	4,657	.....	2,505	2,152	.....	4	.....	99.9	53.8	306

*Promotions of Pupils in Traditional Schools by Schools, for the
Term Ending January 31, 1926*

SCHOOL	On roll last day of term	Number of these promoted during term	Number of these promoted last day of term	Number of these not promoted at any time during term	Number promoted twice during term	Number of pupils promoted during term who are not now on roll	Number of pupils demoted during term	Per cent of individuals promoted	Per cent half year units of course of study completed	Number of pupils who were not promoted during the last two terms
Alexander St.....	1,202	44	1,028	172	42	44	1	86.1	89.5	3
Ann St.....	2,132	26	1,676	452	22	21	5	78.8	79.8	28
Avon Ave.....	1,447	11	1,203	243	10	.....	5	82.9	83.5	5
Bergen St.....	1,705	33	1,420	285	33	5	.....	83.3	85.2	20
Bruce St.....	399	13	299	100	13	13	1	75.5	78.6	9
Burnet St.....	1,472	5	1,095	376	4	8	15	73.6	73.8	31
Camden St.....	1,141	4	806	335	4	5	9	70.	70.6	26
Central Ave.....	1,188	6	886	302	6	9	3	74.5	75.	15
Charlton St.....	1,369	209	1,073	165	78	10	10	87.3	92.9	3
Chestnut St.....	643	16	436	207	16	16	.....	68.6	71.	.....
Eighteenth Ave.....	1,313	6	1,081	232	6	2	.....	82.3	82.8	30
Elizabeth Ave.....	273	.....	214	59	.....	1	1	78.1	78.1	6
Elliott St.....	1,055	20	820	235	20	1	3	77.5	79.4	1
Fifteenth Ave.....	1,772	32	1,411	361	32	3	.....	79.6	81.4	20
Fourteenth Ave.....	1,207	.....	935	272	.....	.....	3	77.2	77.2	.....
Franklin.....	1,908	7	1,454	454	7	.....	7	75.8	76.2	113
Garfield.....	1,483	33	1,177	306	33	6	8	78.9	81.1	14
Hawkins St.....	1,262	6	1,032	230	6	1	10	81.	81.4	31
Hawthorne Ave.....	2,282	12	1,985	297	12	4	4	86.8	87.3	27
Lawrence St.....	69	.....	49	20	.....	.....	.....	71.	71.	2
Lincoln.....	769	20	650	115	16	2	5	84.4	86.5	5
Madison Jr. High.....	1,473	.....	1,292	181	.....	8	4	87.5	87.5	9
Maple Ave.....	867	25	716	151	25	7	7	81.9	84.8	.....
Miller St.....	1,663	8	1,290	372	7	4	16	76.7	77.2	13
Monmouth St.....	808	12	680	128	12	1	1	84.	85.5	15
Montgomery St.....	768	23	612	156	23	2	.....	79.7	82.7	13
Morton St.....	1,481	106	1,094	293	12	4	5	79.9	80.7	6
Oliver St.....	1,667	1	1,312	354	.....	2	.....	78.8	78.8	75
Peshine Ave.....	1,520	20	1,315	205	20	2	.....	86.5	87.8	11
Ridge St.....	685	29	587	98	29	5	.....	85.8	90.	4
Robert Treat Jr. High.....	2,060	389	1,229	475	33	41	4	77.2	78.8	83
Roseville Ave.....	411	1	295	116	1	.....	2	71.3	71.5	2
South St.....	924	.....	690	234	.....	2	.....	74.7	74.7	79
South 8th St.....	1,202	1	1,005	197	1	1	3	83.4	83.5	2
South 17th St.....	1,650	41	1,409	241	41	1	4	85.2	87.6	21
South 10th St.....	960	31	803	156	30	1	1	83.6	86.8	7
Speedway Ave.....	321	7	264	57	7	.....	.....	82.2	84.4	1
Summer Ave.....	920	10	679	240	9	9	5	73.6	74.6	29
Summer Place.....	360	2	285	75	2	4	.....	79.4	79.9	.....
Sussex Ave.....	963	99	673	269	48	1	12	71.7	76.6	57
Warren St.....	1,161	.....	849	312	.....	.....	.....	73.1	73.1	8
Washington St.....	604	7	500	104	7	1	1	82.6	83.8	2
Waverly Ave.....	758	5	637	121	5	2	.....	84.1	84.7	4
Aggregate.....	49,347	1,320	38,946	9,753	672	249	155	80.	81.4	830

*Promotions of Pupils in Traditional Schools by Schools, for the
Term Ending June 30, 1926*

SCHOOL	On roll last day of term	Number of these promoted during term	Number of these promoted last day of term	Number of these not promoted at any time during term	Number promoted twice during term	Number of pupils promoted during term who are not now on roll	Number of pupils demoted during term	Per cent of individuals promoted	Per cent of promotions on half year units of course of study completed	Number of pupils who were not promoted during the last two terms
Alexander St.....	1,214	30	1,049	165	30	17	3	86.4	88.8	2
Ann St.....	2,052	22	1,726	321	17	7	3	84.2	85.1	21
Avon Ave.....	1,384	11	1,190	194	11	1	5	85.6	86.4	8
Bergen St.....	1,661	25	1,439	222	25	3	.....	86.6	88.2	25
Bruce St.....	362	.....	291	71	.....	.....	.....	80.4	80.4	21
Burnet St.....	1,374	37	1,105	269	37	26	4	80.5	83.1	24
Camden St.....	1,131	2	825	306	2	3	2	72.8	73.1	33
Central Ave.....	1,136	10	937	199	10	1	7	81.9	82.7	11
Charlton St.....	1,334	163	1,073	158	60	21	7	82.8	92.2	.....
Chestnut St.....	572	13	467	105	13	13	.....	87.1	84.3	2
Dayton St.....	58	.....	50	8	.....	.....	.....	86.2	86.2	.....
Eighteenth Ave.....	1,243	14	1,046	196	13	3	2	84.1	85.2	.....
Elizabeth Ave.....	268	.....	231	37	.....	4	1	86.1	86.1	8
Elliott St.....	998	9	806	192	9	.....	.....	80.8	81.7	6
Fifteenth Ave.....	1,712	21	1,450	261	20	9	.....	84.8	86.1	22
Fourteenth Ave.....	1,179	.....	980	199	.....	.....	.....	83.1	83.1	5
Franklin.....	1,865	25	1,454	411	25	2	5	77.7	79.1	107
Garfield.....	1,427	24	1,162	265	24	26	2	81.6	83.3	16
Hawkins St.....	1,214	6	1,058	156	6	4	.....	87.2	87.7	13
Hawthorne Ave.....	2,261	3	1,993	268	3	9	3	88.1	88.2	21
Lawrence St.....	56	.....	45	11	.....	.....	.....	80.3	80.3	2
Lincoln.....	746	12	657	88	11	.....	1	88.1	89.5	19
Madison Jr. High.....	1,393	3	1,254	139	3	2	4	89.7	90.1	.....
Maple Ave.....	981	39	858	123	39	1	4	87.1	91.1	.....
Miller St.....	1,467	2	1,185	281	1	6	7	80.4	80.5	29
Monmouth St.....	778	8	648	130	8	1	3	82.9	83.9	10
Montgomery St.....	710	4	571	138	3	.....	.....	90.5	81.1	5
Morton St.....	1,408	102	1,104	206	4	21	12	84.7	85.1	15
Oliver St.....	1,586	.....	1,301	285	.....	.....	.....	82.1	82.1	34
Peshine Ave.....	1,429	35	1,247	182	35	1	.....	87.3	89.7	22
Ridge St.....	577	5	506	71	5	77	.....	89.1	89.9	3
Robert Treat Jr. High.....	1,964	451	1,252	360	105	50	8	81.4	86.6	75
Roseville Ave.....	375	.....	300	75	.....	1	3	79.2	79.2	5
South St.....	907	1	715	192	1	1	1	78.7	78.8	50
South 8th St.....	1,156	10	971	185	10	10	2	84.1	84.8	10
South 17th St.....	1,594	21	1,388	204	19	2	2	87.1	88.3	14
South 10th St.....	917	6	807	110	6	2	.....	88.1	88.6	7
Speedway Ave.....	299	10	263	36	10	2	1	87.7	91.1	1
Summer Ave.....	872	29	718	154	29	35	12	81.6	84.5	11
Summer Place.....	325	5	274	51	5	12	.....	84.8	86.3	1
Sussex Ave.....	950	17	716	230	13	.....	2	75.6	76.9	47
Warren St.....	1,085	4	837	247	3	4	.....	77.3	77.6	23
Washington St.....	542	7	461	81	7	.....	3	84.5	85.8	.....
Waverly Ave.....	732	16	654	73	11	1	.....	90.1	91.5	3
Aggregate.....	47,254	1,202	39,064	7,661	633	378	109	83.7	85.1	739

*Promotions of Pupils in Traditional Schools by Schools, for the
Term Ending January 31, 1927*

SCHOOL	On roll last day of term	Number of these promoted during term	Number of these promoted last day of term	Number of these not promoted at any time during term	Number promoted twice during term	Number of pupils promoted during term who are not now on roll	Number of pupils demoted during term	Per cent of individuals promoted	Per cent of promotions on half year units of course of study completed	Number of pupils who were not promoted during the last two terms
Alexander St.....	1,356	34	1,122	234	34	31	5	83.1	85.6	4
Ann St.....	2,199	9	1,810	389	9	10	5	82.2	82.6	4
Avon Ave.....	1,430	1	1,229	201	1	1	5	85.6	85.6	1
Bergen St.....	1,703	7	1,480	222	6	7	87.	87.4	17	17
Bruce St.....	362	24	253	109	24	31	6	69.6	69.6	30
Burnet St.....	1,446	2	1,062	384	2	2	2	73.6	75.2	23
Camden St.....	1,089	2	788	301	2	2	2	72.2	72.4	17
Central Ave.....	1,177	10	924	253	10	6	3	78.4	79.2	18
Charlton St.....	1,309	149	1,000	214	54	6	8	83.1	87.2	2
Chestnut St.....	594	23	454	140	23	10	2	76.8	80.8	9
Eighteenth Ave.....	1,241	3	1,066	175	3	2	2	85.7	86.	11
Elizabeth Ave.....	286	12	240	46	12	1	2	83.3	83.3	8
Elliott St.....	1,069	9	818	251	9	8	5	76.5	77.6	22
Fifteenth Ave.....	1,803	1	1,452	351	1	1	5	80.3	80.8	6
Fourteenth Ave.....	1,243	7	981	262	7	11	14	78.9	78.9	100
Franklin.....	1,923	47	1,433	490	45	25	5	73.9	74.3	12
Garfield.....	1,578	3	1,293	283	3	3	5	82.	84.8	12
Hawkins St.....	1,231	3	1,071	160	3	3	5	86.6	86.8	9
Hawthorne Ave.....	2,024	8	1,806	218	8	4	2	89.1	89.5	1
Lawrence St.....	51	28	42	9	28	10	3	82.3	82.3	12
Lincoln.....	870	7	755	115	7	3	3	86.8	90.	5
Madison Jr. High.....	1,434	25	1,311	123	25	10	2	91.3	91.8	6
Maple Ave.....	1,405	39	1,252	153	39	9	11	89.	90.7	9
Miller St.....	1,588	8	1,274	314	7	3	3	79.6	82.	12
Monmouth St.....	802	7	656	145	7	3	2	81.6	82.4	8
Montgomery St.....	715	10	577	138	10	9	9	80.5	81.5	7
Morton St.....	1,382	1	1,206	176	1	3	1	86.7	87.4	41
Oliver St.....	1,654	4	1,346	308	4	5	3	81.3	81.4	7
Peshine Ave.....	1,530	3	1,337	193	3	5	3	87.4	87.7	.....
Ridge St.....	688	3	593	95	3	3	3	85.8	86.3	.....
Robert Treat Jr. High.....	2,051	468	1,210	418	45	36	5	79.7	81.9	39
Roseville Ave.....	421	1	317	104	4	1	16	75.4	76.3	23
South St.....	888	11	659	229	1	1	1	72.4	72.4	8
South 8th St.....	1,186	4	992	194	11	11	1	83.8	84.6	18
South 17th St.....	1,732	40	1,455	277	4	4	1	83.9	84.2	4
South 10th St.....	918	4	774	144	40	18	13	84.2	88.6	.....
Speedway Ave.....	315	14	251	64	4	5	7	79.7	81.	22
Summer Ave.....	927	4	732	191	10	18	13	78.4	79.5	3
Summer Place.....	342	14	280	62	4	5	7	82.	83.3	15
Sussex Ave.....	973	19	755	218	14	2	1	76.9	78.4	11
Warren St.....	1,051	19	791	260	19	11	1	75.3	75.3	4
Washington St.....	585	10	487	98	1	2	.....	83.4	86.6	1
Waverly Ave.....	765	10	646	110	10	2	.....	85.7	85.8	.....
Aggregate.....	49,336	1,073	39,980	8,821	538	291	144	81.9	83.	542

*Promotions of Pupils in Traditional Schools by Schools, for the
Term Ending June 30, 1927*

SCHOOL	On roll last day of term	Number of these promoted during term	Number of these promoted last day of term	Number of these not promoted at any time during term	Number promoted twice during term	Number of pupils promoted during term who are not now on roll	Number of pupils demoted during term	Per cent of individuals promoted	Per cent of promotions on half year units of course of study completed	Number of pupils who were not promoted during the last two terms
Alexander St.....	1,325	79	1,140	185	79	69	1	86.7	92.3	4
Ann St.....	2,152	14	1,768	383	13	15	.....	82.	83.	43
Avon Ave.....	1,364	13	1,204	160	13	1	.....	88.	89.	3
Bergen St.....	1,645	.....	1,426	219	.....	1	.....	86.3	86.3	27
Bruce St.....	351	.....	268	83	.....	.....	.....	76.3	76.3	16
Burnet St.....	1,306	16	1,077	227	14	18	8	80.9	81.2	35
Camden St.....	1,101	3	890	211	3	6	.....	82.1	83.4	1
Central Ave.....	1,119	16	918	200	15	12	2	85.	88.5	21
Charlton St.....	1,291	189	963	185	46	9	10	79.	80.6	2
Chestnut St.....	562	9	444	118	9	5	.....	67.1	68.4	15
Dayton St.....	76	1	51	25	1	.....	.....	86.2	87.8	.....
Eighteenth Ave.....	1,187	18	996	191	18	1	2	79.4	79.4	25
Elizabeth Ave.....	243	.....	193	50	.....	.....	.....	83.7	85.3	5
Elliott St.....	1,050	17	879	171	17	.....	.....	80.1	84.1	36
Fifteenth Ave.....	1,734	69	1,394	340	69	18	7	82.	82.6	76
Fourteenth Ave.....	1,215	3	997	218	3	4	.....	81.	81.	141
Franklin.....	1,887	15	1,532	355	15	.....	.....	88.1	91.2	1
Garfield.....	1,558	58	1,375	183	58	6	2	90.36	91.1	8
Hawkins St.....	1,180	5	1,066	114	9	13	1	92.7	93.2	19
Hawthorne Ave.....	2,012	9	1,866	146	9	23	1	84.	84.	1
Lawrence St.....	50	.....	42	8	.....	.....	.....	85.9	88.8	.....
Lincoln.....	891	26	767	124	26	.....	.....	90.1	90.17	19
Madison Jr. High.....	1,405	.....	1,267	138	.....	.....	.....	88.2	95.3	17
Maple Ave.....	1,460	104	1,297	163	104	.....	9	84.	84.8	4
Miller St.....	1,517	12	1,297	220	12	10	24	84.4	84.8	25
Monmouth St.....	778	3	659	119	3	1	.....	80.8	82.2	9
Montgomery St.....	653	9	529	124	9	.....	1	84.7	85.3	5
Morton St.....	1,339	9	1,147	192	9	2	13	83.4	83.4	77
Oliver St.....	1,645	.....	1,373	272	.....	.....	.....	89.4	89.4	15
Ridge St.....	1,453	.....	1,300	153	.....	3	.....	90.3	95.2	1
Peshine Ave.....	612	32	553	59	32	44	4	79.8	82.2	67
Robert Treat Jr. High.....	2,021	417	1,236	417	49	28	5	75.1	78.2	1
Roseville Ave.....	416	13	313	103	13	2	1	75.5	75.6	38
South St.....	852	1	644	208	1	1	1	85.2	85.2	3
South 8th St.....	1,138	1	971	166	.....	1	2	87.7	89.	26
South 17th St.....	1,616	24	1,415	198	21	1	.....	85.4	87.	5
South 10th St.....	878	10	755	123	10	.....	1	78.5	84.2	1
Speedway Ave.....	299	17	239	60	17	.....	4	82.7	83.49	19
Summer Ave.....	840	8	696	143	7	14	5	85.8	87.8	3
Summer Place.....	334	7	285	49	7	13	.....	78.7	82.5	30
Sussex Ave.....	959	37	756	203	37	2	2	80.2	80.5	9
Warren St.....	1,036	3	831	205	3	3	.....	78.8	82.5	29
Washington St.....	511	19	407	104	19	.....	4	90.1	94.8	6
Waverly Ave.....	744	35	671	73	35	.....	.....	.....	.....	.....
Aggregate.....	47,805	1,325	39,897	7,388	805	326	123	86.1	900	.....

*Summary of Per Cent of Promotions in the Traditional Schools
For Two Years*

GRADE	1926				1927			
	January		June		January		June	
	Per cent of individuals promoted	Per cent of promotions on half year units of course of study	Per cent of individuals promoted	Per cent of promotions on half year units of course of study	Per cent of individuals promoted	Per cent of promotions on half year units of course of study	Per cent of individuals promoted	Per cent of promotions on half year units of course of study
8A.....	90.8	92.3	95.6	96.1	95.5	96.4	95.4	96.9
8B.....	83.2	85.5	83.5	84.1	86.3	87.3	84.2	85.9
7A.....	84.9	86.3	84.3	85.5	87.3	92.3	90.7	88.5
7B.....	83.8	85.7	82.5	84.8	84.8	85.9	99.5	86.5
6A.....	84.9	86.2	86.3	87.	86.9	87.6	99.6	90.4
6B.....	85.5	86.1	85.3	87.2	88.6	89.3	98.8	92.8
5A.....	87.4	89.9	88.8	91.1	89.4	90.3	99.2	92.3
5B.....	85.3	86.5	85.2	86.3	88.	88.5	98.5	88.3
4A.....	88.9	90.6	88.7	90.5	88.7	90.8	99.3	92.9
4B.....	85.9	88.3	89.1	90.2	87.7	88.9	99.1	90.8
3A.....	85.	86.2	89.	90.9	88.8	90.1	99.3	92.4
3B.....	87.4	85.9	89.	92.2	89.7	91.7	98.1	91.
2A.....	86.5	88.7	90.3	91.9	86.	87.2	98.6	90.4
2B.....	85.1	86.4	86.7	88.	86.	86.9	99.2	90.2
1A.....	85.	86.2	86.1	87.3	87.	88.7	98.3	88.
1B.....	76.5	76.6	78.4	78.5	78.5	78.7	98.1	88.1
All Grades	85.	86.6	86.8	88.6	87.	88.2	99.	89.5

ALL-YEAR SCHOOLS

Promotions of Pupils by Grades for the Term Ending
November 30, 1925

GRADE	On roll last day of term	Number of these promoted during term	Number of these promoted last day of term	Number of these not promoted at any time during term	Number promoted twice during term	Number of pupils promoted during term who are not now on roll	Number of pupils demoted during term	Per cent of individuals promoted	Per cent of promotions on term units of course of study completed	Number of pupils who were not promoted during the last two terms
8A.....	255	2	187	68	2	.....	.....	73.3	74.1	2
8B.....	341	.....	223	91	.....	.....	.....	71.1	71.1	3
8C.....	382	.....	284	98	.....	.....	.....	74.3	74.3	5
7A.....	368	.....	275	93	.....	.....	.....	74.7	74.7	11
7B.....	407	.....	272	135	.....	.....	1	66.8	66.8	8
7C.....	582	2	474	108	2	.....	1	81.3	81.6	19
6A.....	392	1	310	82	1	.....	2	78.6	78.8	13
6B.....	438	1	326	112	1	.....	1	74.2	74.4	33
6C.....	477	2	356	121	2	.....	4	73.8	74.2	7
5A.....	486	.....	378	108	.....	1	.....	77.8	77.8	9
5B.....	581	.....	414	167	.....	.....	.....	71.3	71.3	32
5C.....	679	.....	497	182	.....	1	1	73.1	73.1	15
4A.....	527	3	370	157	3	6	.....	70.5	71.1	11
4B.....	578	1	452	126	1	1	1	78.1	78.2	38
4C.....	627	5	473	154	5	4	2	75.3	76.1	20
3A.....	564	.....	423	141	2	3	2	74.6	74.6	22
3B.....	581	10	453	128	10	3	2	77.7	79.5	9
3C.....	658	2	446	212	2	2	5	67.1	67.4	13
2A.....	559	10	425	134	10	8	6	75.3	77.1	13
2B.....	622	5	454	168	5	5	1	73.3	73.8	31
2C.....	685	.....	477	208	.....	4	1	69.7	69.7	38
1A.....	541	.....	393	148	.....	.....	.....	72.6	72.6	25
1B.....	521	.....	379	142	.....	3	2	72.5	72.5	35
1C.....	1,019	6	637	382	6	1	2	62.4	62.9	65
Total.....	12,843	50	9,378	3,465	50	41	35	72.8	73.2	472
Kdg.....	1,804	.....	401	1,403	.....	.....	.....	22.2	22.2	151

For the Term Ending February 28, 1926

8A.....	283	3	220	63	3	.....	.....	77.7	78.8	7
8B.....	372	.....	272	100	.....	.....	.....	73.1	73.1	8
8C.....	355	.....	269	86	.....	1	.....	75.8	75.8	12
7A.....	338	.....	243	95	.....	.....	.....	71.9	71.9	8
7B.....	576	1	444	132	1	.....	4	76.4	76.6	29
7C.....	429	1	325	104	1	.....	.....	75.8	76	38
6A.....	389	1	298	91	1	.....	1	76.3	76.6	16
6B.....	436	1	347	89	1	1	5	78.5	78.7	12
6C.....	470	.....	371	99	.....	1	1	77.9	77.9	9
5A.....	521	1	434	87	1	1	2	83.3	83.1	7
5B.....	659	.....	509	150	.....	1	.....	77.3	77.3	33
5C.....	574	1	435	139	1	.....	3	75.3	75.4	34
4A.....	572	5	467	105	5	.....	.....	81.7	82.5	18
4B.....	565	5	462	103	5	5	6	80.9	81.8	12
4C.....	572	6	438	134	6	3	1	76.5	77.6	32
3A.....	604	1	494	110	1	4	1	81.7	81.9	38
3B.....	632	79	477	83	7	3	1	86.8	87.9	15
3C.....	600	36	465	99	.....	1	.....	83.5	83.5	7
2A.....	609	31	471	107	.....	4	.....	82.5	82.5	41
2B.....	592	40	460	95	3	1	2	83.6	84.1	27
2C.....	627	36	463	129	1	2	3	79.7	79.2	16
1A.....	528	51	359	118	.....	1	1	77.5	77.5	24
1B.....	730	29	557	148	4	2	2	79.5	80.1	22
1C.....	763	.....	454	309	.....	.....	.....	59.5	59.5	44
Total.....	12,796	328	9,734	2,775	41	32	37	77.3	77.6	472
Kdg.....	1,425	.....	327	1,098	.....	.....	.....	22.9	22.9	.....

*Promotions of Pupils in All-Year Schools by Grades, for the
Term Ending May 31, 1926*

GRADE	On roll last day of term	Number of these promoted during term	Number of these promoted last day of term	Number of these not promoted at any time during term	Number promoted twice during term	Number of pupils promoted during term who are not now on roll	Number of pupils demoted during term	Per cent of individuals promoted	Per cent of promotions on term units of course of study completed	Number of pupils who were not promoted during the last two terms
8A.....	311	....	269	42	....	....	....	86.5	86.5	3
8B.....	362	....	287	75	....	....	....	78.7	78.7	3
8C.....	319	....	252	67	....	....	2	78.4	78.4	3
7A.....	505	....	393	112	....	....	2	77.7	77.7	10
7B.....	437	....	336	101	....	....	4	75.7	75.7	25
7C.....	422	....	333	89	....	....	2	78.4	78.4	17
6A.....	416	....	326	90	....	....	2	78.1	78.1	15
6B.....	440	1	347	93	....	....	1	78.6	78.7	9
6C.....	515	....	403	112	1	1	1	78.1	78.9	19
5A.....	601	....	474	127	....	....	....	78.9	77.9	3
5B.....	563	....	438	125	....	....	2	77.4	77.4	19
5C.....	607	2	487	120	2	2	1	80.1	80.5	16
4A.....	572	8	486	86	8	1	1	84.8	86.2	6
4B.....	507	9	406	101	9	1	1	79.9	81.7	16
4C.....	611	2	491	120	2	2	....	80.4	80.8	16
3A.....	569	1	470	99	1	4	1	82.5	82.7	1
3B.....	602	1	482	120	1	....	....	80.1	80.2	5
3C.....	600	9	486	114	9	1	....	81.1	82.5	15
2A.....	595	4	477	118	4	....	....	80.2	80.8	21
2B.....	601	....	490	111	....	5	2	81.4	81.4	19
2C.....	531	2	421	110	2	....	4	78.5	78.9	38
1A.....	715	....	592	123	....	....	....	82.8	82.8	30
1B.....	637	21	440	178	2	2	2	71.8	72.1	38
1C.....	718	1	463	255	1	5	1	64.6	64.8	68
Total.....	12,756	61	10,049	2,688	42	23	....	78.8	79.1	395
Kdg.....	1,422	2	318	1,104	2	2	33	22.5	22.6	....

For the Term Ending August 20, 1926

8A.....	325	....	291	34	....	....	....	89.5	89.5	1
8B.....	253	....	220	33	....	....	....	87.	87.	3
8C.....	338	....	270	68	....	....	....	79.9	79.9	2
7A.....	268	....	220	48	....	....	....	82.1	82.1	6
7B.....	288	....	222	66	....	....	....	77.1	77.1	3
7C.....	256	....	205	51	....	....	....	80.1	80.1	3
6A.....	264	....	212	52	5	2	....	80.5	82.3	3
6B.....	314	5	253	58	2	4	....	81.8	82.4	7
6C.....	328	....	274	54	....	....	....	83.5	83.5	1
5A.....	330	....	278	52	....	....	....	84.2	84.2	3
5B.....	361	....	297	64	....	....	....	82.3	82.3	6
5C.....	358	2	272	86	2	....	....	76.	76.5	5
4A.....	312	....	262	50	....	....	....	84.	84.	4
4B.....	386	....	331	55	....	....	....	85.8	85.8	4
4C.....	367	1	279	88	1	....	....	76.	76.3	10
3A.....	420	....	358	62	....	2	....	85.3	85.3	2
3B.....	406	1	321	85	1	....	....	79.1	79.3	7
3C.....	391	....	326	65	....	2	....	83.4	83.4	5
2A.....	405	....	324	81	....	....	....	80.	80.	5
2B.....	378	2	286	92	2	....	....	75.7	76.2	20
2C.....	457	....	356	101	....	1	....	77.9	77.9	12
1A.....	384	....	295	89	....	....	....	76.8	76.8	14
1B.....	434	1	325	109	1	....	....	74.9	75.1	11
1C.....	457	2	251	206	2	3	....	55.2	55.7	32
Total.....	8,480	19	6,728	1,749	16	14	....	79.4	79.6	169
Kdg.....	894	....	252	642	....	1	....	28.3	28.3	....

*Promotions of Pupils in All-Year Schools by Grades, for the
Term Ending November 30, 1926*

GRADE	On roll last day of term	Number of these promoted during term	Number of these promoted last day of term	Number of these not promoted at any time during term	Number promoted twice during term	Number of pupils promoted during term who are not now on roll	Number of pupils demoted during term	Per cent of individuals promoted	Per cent of promotions on term units of course completed	Number of pupils who were not promoted during the last two terms
8A.....	268	....	221	47	....	....	....	82.8	82.8	....
8B.....	353	....	282	71	....	....	....	80.1	80.1	....
8C.....	399	....	297	102	....	....	....	74.4	74.4	1
7A.....	331	....	249	82	....	....	....	78.2	78.2	....
7B.....	382	4	294	88	4	3	1	76.6	70.1	....
7C.....	463	2	359	104	2	2	2	77.2	77.6	11
6A.....	431	....	361	70	....	2	....	83.7	83.7	3
6B.....	457	....	375	82	....	....	2	81.6	81.6	10
6C.....	535	....	409	126	....	1	....	76.4	76.4	4
5A.....	544	....	435	109	....	....	....	79.9	79.9	3
5B.....	553	....	422	131	....	....	....	76.2	76.2	29
5C.....	583	2	446	137	2	....	....	76.6	76.8	14
4A.....	542	5	454	88	5	2	3	83.6	84.1	6
4B.....	525	3	447	78	3	4	1	85.	85.6	9
4C.....	628	8	475	153	8	5	7	74.7	76.9	26
3A.....	563	2	474	89	2	1	2	84.	83.8	12
3B.....	554	2	427	127	2	1	3	76.5	76.9	15
3C.....	586	....	432	154	....	1	7	72.6	72.6	17
2A.....	534	2	437	97	2	....	....	81.8	82.2	23
2B.....	617	2	449	168	2	1	4	72.2	72.5	26
2C.....	600	1	450	150	1	....	....	75.	75.2	13
1A.....	544	5	355	189	5	....	....	65.3	66.1	14
1B.....	514	....	335	179	....	....	3	64.6	64.6	17
1C.....	1,002	....	614	388	....	2	2	61.2	61.2	45
Total.....	12,508	38	9,450	3,009	38	25	37	75.6	76.	303
Kdg.....	1,710	....	367	1,343	....	....	....	21.5	21.5	....

For the Term Ending February 28, 1927

8A.....	323	....	264	59	....	....	....	82.	82.	2
8B.....	385	....	304	81	....	....	....	78.9	78.9	5
8C.....	345	....	260	85	....	....	....	75.3	75.3	3
7A.....	345	....	269	76	....	....	....	77.9	77.9	4
7B.....	438	3	331	107	3	....	1	75.3	76.	9
7C.....	477	1	367	110	1	....	....	76.9	77.1	7
6A.....	432	1	346	86	1	1	....	80.1	80.1	4
6B.....	470	....	369	101	....	....	....	78.5	78.5	5
6C.....	531	2	412	119	2	1	1	77.4	77.8	16
5A.....	524	....	421	103	....	....	....	80.3	80.3	21
5B.....	575	....	470	105	....	....	....	81.7	81.7	7
5C.....	578	....	445	133	....	1	....	77.	77.	13
4A.....	534	2	436	98	2	....	....	81.6	82.	10
4B.....	548	1	429	119	1	2	1	78.1	78.3	7
4C.....	624	8	472	152	8	....	1	75.4	76.7	5
3A.....	537	40	411	87	1	1	2	83.4	83.	10
3B.....	583	46	446	97	6	4	1	83.3	84.3	10
3C.....	549	2	431	118	2	6	2	78.4	78.	12
2A.....	563	39	422	103	1	3	1	81.6	82.2	6
2B.....	621	29	474	125	7	2	....	79.9	81.1	17
2C.....	525	48	348	130	1	3	3	76.3	76.4	14
1A.....	503	38	341	129	5	9	....	74.8	75.8	16
1B.....	755	25	532	198	....	7	1	73.9	73.9	43
1C.....	787	....	456	331	....	3	3	58.	58.	104
Total.....	12,552	285	9,456	2,852	41	43	17	77.2	77.5	350
Kdg.....	1,429	....	321	1,108	....	....	....	22.5	22.5	113

*Promotions of Pupils in All-Year Schools by Grades, for the
Term Ending May 31, 1927*

GRADE	On roll last day of term	Number of these promoted during term	Number of these promoted at any time during term	Number of these not promoted at any time during term	Number promoted twice during term	Number of pupils promoted during term who are not now on roll	Number of pupils demoted during term	Per cent of individuals promoted	Per cent of promotions on term, units of course of study completed	Number of pupils who were not promoted during the last two terms
8A.....	342	....	300	42	....	....	....	87.7	87.7	9
8B.....	333	....	262	71	....	....	....	71.1	71.1	6
8C.....	325	....	249	76	....	....	....	76.6	76.6	2
7A.....	386	....	295	91	....	....	....	76.4	76.4	5
7B.....	459	....	338	121	....	....	....	73.6	73.6	5
7C.....	463	....	387	76	....	....	....	82.2	82.2	5
6A.....	435	....	361	74	....	....	....	82.9	82.9	7
6B.....	498	1	414	84	1	....	2	91.1	91.3	4
6C.....	515	....	401	114	....	....	2	77.4	77.4	5
5A.....	578	....	478	100	....	....	1	82.7	82.7	14
5B.....	537	....	447	90	....	....	....	83.2	83.2	20
5C.....	557	1	455	102	1	....	....	81.5	81.6	15
4A.....	526	....	442	84	9	2	....	84	85.4	3
4B.....	580	3	520	60	3	3	....	89.7	90.2	3
4C.....	554	....	457	97	....	....	....	82.4	82.4	6
3A.....	550	....	461	89	....	2	....	83.8	83.8	4
3B.....	596	22	477	97	....	2	2	83.6	83.6	6
3C.....	512	....	437	75	....	....	....	85.4	85.4	12
2A.....	616	1	515	101	1	6	1	83.1	83.2	15
2B.....	498	....	395	103	....	1	1	79.3	79.3	....
2C.....	532	16	391	125	....	2	1	76.4	76.4	....
1A.....	664	2	520	144	2	2	4	77.8	78.3	20
1B.....	660	....	520	140	....	1	....	78.8	78.8	41
1C.....	753	....	435	318	....	1	1	57.7	57.7	82
Total.....	12,469	55	9,957	2,474	17	22	15	80.	80.2	289
Kdg.....	1,442	....	363	1,079	....	....	....	25.2	25.2	95

For the Term Ending August 19, 1927

8A.....	299	....	262	37	....	....	....	87.6	87.6	....
8B.....	250	....	209	41	....	....	....	83.6	83.6	....
8C.....	278	....	226	52	....	....	....	81.2	81.2	3
7A.....	295	....	228	67	....	....	....	77.2	77.2	1
7B.....	337	1	279	58	1	....	....	82.7	86	3
7C.....	280	1	234	46	1	....	....	83.5	83.9	....
6A.....	298	....	260	38	....	....	....	87.2	87.2	....
6B.....	321	5	262	59	5	1	....	81.6	83.2	....
6C.....	342	2	291	51	2	....	....	85.4	86	2
5A.....	361	....	296	65	....	....	....	82	82	4
5B.....	331	3	271	60	3	1	....	82.1	82.8	3
5C.....	355	....	287	68	....	....	....	81	81	....
4A.....	415	....	351	64	....	2	....	84.7	84.7	2
4B.....	333	1	268	65	1	2	....	80.5	80.9	3
4C.....	371	3	302	69	3	2	....	81.5	82.3	....
3A.....	376	....	302	74	....	....	....	80.3	80.3	4
3B.....	385	....	306	79	....	1	....	79.5	79.5	10
3C.....	415	....	345	70	....	....	....	83.1	83.1	....
2A.....	338	....	254	84	....	3	....	75.4	75.4	10
2B.....	339	6	269	70	6	....	....	79.3	81.1	8
2C.....	451	....	356	95	....	....	....	78.9	78.9	11
1A.....	475	....	367	108	....	1	....	77.3	77.3	10
1B.....	394	1	289	105	1	3	....	73.5	73.8	19
1C.....	490	....	289	201	....	....	....	59.	59.	33
Total.....	8,529	23	6,803	1,726	23	19	....	79.8	80.1	126
Kdg.....	904	....	236	668	....	14	....	27.2	27.2	12

ALL-YEAR SCHOOLS
Promotions of Pupils in All-Year Schools for the Four Terms of 1925-1926

SCHOOL	DECEMBER 1, 1925												MARCH 1, 1926												AUGUST 20, 1926											
	On the roll last day of term	Number of these pro-moted during term	Number of these pro-moted last day of term	Number of these not promoted at any time during term	Number of pupils pro-moted twice during term	Number of pupils pro-moted during term who are not now on roll	Number of pupils de-moted during term	Per cent of individ-uals promoted	Per cent of promo-tions on term units of course of study completed	Number of pupils who were not promoted during the last two terms	On the roll last day of term	Number of these pro-moted during term	Number of these pro-moted last day of term	Number of these not promoted at any time during term	Number of pupils pro-moted twice during term	Number of pupils pro-moted during term who are not now on roll	Number of pupils de-moted during term	Per cent of individ-uals promoted	Per cent of promo-tions on term units of course of study completed	Number of pupils who were not promoted during the last two terms	On the roll last day of term	Number of these pro-moted during term	Number of these pro-moted last day of term	Number of these not promoted at any time during term	Number of pupils pro-moted twice during term	Number of pupils pro-moted during term who are not now on roll	Number of pupils de-moted during term	Per cent of individ-uals promoted	Per cent of promo-tions on term units of course of study completed	Number of pupils who were not promoted during the last two terms						
Abington Avenue	1,834	35	1,018	816	35	36	21	5.55	55.5	136	1,181	26	1,167	644	26	25	38	64.4	64.4	131	1,834	35	1,018	816	35	26	25	38	64.4	64.4	131					
Belmont Avenue	1,700	1	1,357	343	1	.....	.....	78.5	78.5	26	1,342	26	1,368	309	.....	.....	.....	78.8	78.8	33	1,700	1	1,357	343	1	.....	.....	.....	78.8	78.8	33	
Cleveland Avenue	1,425	1	1,118	307	1	.....	.....	71.3	71.3	63	1,080	1	1,058	284	1	.....	.....	71.3	71.3	63	1,425	1	1,118	307	1	.....	.....	.....	71.3	71.3	63	
Lafayette Street	2,070	1	1,476	594	1	.....	.....	51.6	51.6	110	2,191	291	1,474	506	4	1	.....	51.6	51.6	110	2,070	1	1,476	594	1	.....	.....	.....	51.6	51.6	110	
McKinley Street	2,253	1	1,160	1,093	1	1	1	63.7	63.7	52	1,694	1	1,147	547	1	1	1	63.7	63.7	52	2,253	1	1,160	1,093	1	1	1	63.7	63.7	52						
Newton Street	1,727	1	1,099	628	1	1	1	56	56	8	316	6	1,175	141	1	.....	.....	56	56	8	1,727	1	1,099	628	1	.....	.....	.....	56	56	8	
Warner Street	1,323	5	181	142	5	.....	.....	64.1	64.1	228	1,342	3	1,536	420	3	6	6	64.1	64.1	228	1,323	5	181	142	5	6	6	64.1	64.1	228				
Webster Street	1,416	9	921	495	9	3	14	76.3	76.3	6	1,868	3	1,536	332	3	.....	.....	76.3	76.3	6	1,416	9	921	495	9	.....	.....	.....	76.3	76.3	6	
Wilson Avenue	1,899	9	1,449	450	9	35	35	66.6	66.6	623	14,221	328	10,061	3,873	41	32	37	72.6	72.6	6	1,899	9	1,449	450	9	32	37	72.6	72.6	6	128					
Totals	14,647	50	9,779	4,868	50	41	35	66.6	66.6	623	14,221	328	10,061	3,873	41	32	37	72.6	72.6	6	14,647	50	9,779	4,868	50	41	32	37	72.6	72.6	6	472				
Abington Avenue	1,829	14	1,143	686	14	1	26	62.5	62.5	107	1,282	6	820	462	6	.....	.....	64.3	64.3	.....	1,829	14	1,143	686	14	.....	.....	.....	64.3	64.3	.....	37
Belmont Avenue	1,049	2	1,389	260	2	9	1	83.6	83.6	19	1,039	6	875	164	.....	.....	.....	84.3	84.3	.....	1,049	2	1,389	260	2	.....	.....	.....	84.3	84.3	.....	15
Cleveland Avenue	1,332	2	1,134	198	2	1	1	85.3	85.3	21	1,039	6	820	168	.....	.....	.....	78.8	78.8	.....	1,332	2	1,134	198	2	.....	.....	.....	78.8	78.8	.....	15
Lafayette Street	1,880	22	1,402	478	22	7	1	74.6	74.6	92	1,670	13	1,134	546	13	7	.....	79.6	79.6	.....	1,880	22	1,402	478	22	.....	.....	.....	79.6	79.6	.....	2
McKinley Street	2,201	22	1,416	766	22	7	.....	65.4	65.4	92	1,670	13	1,134	536	13	.....	.....	67.9	67.9	.....	2,201	22	1,416	766	22	.....	.....	.....	67.9	67.9	.....	38
Newton Street	1,665	21	1,046	619	21	.....	.....	62.8	62.8	56	1,093	13	761	352	13	.....	.....	69.6	69.6	.....	1,665	21	1,046	619	21	.....	.....	.....	69.6	69.6	.....	33
Warner Street	1,304	21	1,188	116	21	.....	.....	61.8	61.8	10	1,093	13	761	352	13	.....	.....	75.2	75.2	.....	1,304	21	1,188	116	21	.....	.....	.....	75.2	75.2	.....	35
Webster Street	1,365	3	1,015	350	3	7	6	74.1	74.1	51	1,001	13	752	246	10	8	.....	81.6	81.6	.....	1,365	3	1,015	350	3	.....	.....	.....	81.6	81.6	.....	11
Wilson Avenue	1,953	3	1,634	319	3	35	35	83.8	83.8	39	1,274	19	1,040	234	19	.....	.....	74.5	74.5	.....	1,953	3	1,634	319	3	.....	.....	.....	74.5	74.5	.....	169
Totals	14,178	63	10,367	3,792	41	25	33	73.1	73.1	395	9,374	19	6,980	2,391	16	15	15	74.5	74.5	.....	14,178	63	10,367	3,792	41	16	15	15	74.5	74.5	.....	169		

*Annex to Lafayette Street School—no summer session held, therefore no promotions in August.

Promotions of Pupils in All-Year Schools for the Four Terms of 1926-1927

SCHOOL	DECEMBER 1, 1926												MARCH 1, 1927											
	On the roll last day of term	Number of these pro-moted during term	Number of these pro-moted last day of term	Number of these not promoted at any time during term	Number of pupils promoted during term	Number of pupils who are not now on roll	Number of pupils de-moted during term	Per cent of indivi-duals promoted	Per cent of promo-tions on term units of course of study completed	Number of pupils who were not promoted during the last two terms.	On the roll last day of term	Number of these pro-moted during term	Number of pupils pro-moted during term	Number of these pro-moted last day of term	Number of these not promoted at any time during term	Number of pupils de-moted during term	Per cent of indivi-duals promoted	Per cent of promo-tions on term units of course of study completed	Number of pupils who were not promoted during the last two terms.					
Abington Avenue.....	2,009	20	1,259	750	20	18	3	62.5	62.5	133	1,978	18	1,275	703	18	1	64.3	64.3	83					
Belmont Avenue.....	1,586	20	1,291	295	20	18	12	81	82	16	1,600	18	1,327	273	18	15	83	84	25					
Cleveland.....	1,336	2	1,058	278	2	2	1	79	79	28	1,309	7	1,025	284	7	4	78.3	78.3	12					
Lafayette Street.....	1,922	2	1,518	404	2	2	1	78	78	25	1,875	254	1,434	441	254	19	67.1	67.6	80					
McKinley.....	1,394	2	544	850	2	2	1	39	39	29	1,447	10	1,191	709	10	1	64.5	64.5	29					
Newton Street.....	1,662	302	1,057	605	112	5	24	63	63	65	1,657	6	1,069	588	6	3	58.7	58.7	9					
Walnut Street.....	1,302	16	1,090	112	16	5	24	66	67	65	1,322	6	895	427	6	8	67.5	67.5	109					
Webster Street.....	1,350	16	925	425	16	5	24	66	67	65	1,322	6	895	427	6	8	67.5	67.5	109					
Wilson Avenue.....	1,878	16	1,438	440	16	5	24	66	67	65	1,322	6	895	427	6	8	67.5	67.5	109					
Totals.....	13,439	38	9,280	4,159	38	23	39	68.8	69.8	279	13,981	285	9,777	3,960	41	42	65	71.9	462					

SCHOOL	JUNE 1, 1927												AUGUST 19, 1927											
	On the roll last day of term	Number of these pro-moted during term	Number of these pro-moted last day of term	Number of these not promoted at any time during term	Number of pupils promoted during term	Number of pupils who are not now on roll	Number of pupils de-moted during term	Per cent of indivi-duals promoted	Per cent of promo-tions on term units of course of study completed	Number of pupils who were not promoted during the last two terms.	On the roll last day of term	Number of these pro-moted during term	Number of pupils pro-moted during term	Number of these pro-moted last day of term	Number of these not promoted at any time during term	Number of pupils de-moted during term	Per cent of indivi-duals promoted	Per cent of promo-tions on term units of course of study completed	Number of pupils who were not promoted during the last two terms.					
Abington Avenue.....	2,021	4	1,328	693	4	11	6	65.7	65.7	56	1,361	15	909	452	15	7	66.7	66.7	42					
Belmont Avenue.....	1,564	20	1,335	229	20	11	6	85	85	19	1,051	15	868	183	15	7	82.7	84.1	11					
Cleveland.....	1,309	2	1,044	265	2	2	1	79	79	21	1,329	7	656	117	7	4	84.8	84.8	12					
Lafayette Street.....	1,849	39	1,497	352	39	3	1	69	69	97	1,628	354	1,045	284	354	4	78.6	78.6	24					
McKinley.....	2,113	39	1,421	554	39	1	1	71	71	40	1,425	41	1,124	504	41	1	69	69	15					
Newton Street.....	1,666	192	1,192	474	192	3	11	61	61	8	1,715	8	810	315	8	1	72.1	72.1	15					
Walnut Street.....	1,300	1	185	115	1	3	1	70	70	35	1,215	8	748	227	8	20	77	77	11					
Webster Street.....	1,306	8	929	377	8	2	17	77	78	35	1,215	8	903	312	8	1	74.3	74.9	12					
Wilson Avenue.....	1,783	8	1,389	394	8	2	17	77	78	35	1,215	8	903	312	8	1	74.3	74.9	12					
Totals.....	13,911	55	10,320	3,553	55	22	17	74.4	74.6	420	9,457	24	7,063	2,394	24	31	74.8	74.9	127					

* Annex to Lafayette Street School—no summer session held, therefore no promotions in August.

STATE EXAMINATIONS OF 8A PUPILS

	Arithmetic			Writing			Spelling			English			U. S. History			Geography			Hygiene		
	January	June	Total	January	June	Total	January	June	Total	January	June	Total	January	June	Total	January	June	Total	January	June	Total
January and June, 1926																					
Total No. of pupils taking examinations	1,834	2,050	2,884	1,808	2,052	3,860	1,821	2,054	3,875	1,831	2,057	3,888	1,823	2,069	3,892	1,830	2,023	3,853	1,816	2,049	3,865
Total number of pupils who could have taken examinations, but did not.....	20	40	60	46	38	84	33	36	69	23	33	56	31	21	52	24	67	91	38	41	79
No. of pupils receiving 90 pts. or more	265	1,335	1,600	292	520	812	554	1,456	2,010	213	724	937	167	413	580	106	985	1,091	124	238	362
No. of pupils receiving 70 to 89 pts.....	851	530	1,381	1,190	1,294	2,484	1,147	553	1,700	1,299	1,286	2,585	954	1,270	2,224	1,184	933	2,117	1,212	1,582	2,764
No. of pupils receiving 50 to 69 pts.....	518	147	665	300	224	524	113	41	154	308	46	354	516	361	877	469	103	572	448	257	705
No. of pupils receiving 49 pts. or less.....	200	38	238	26	14	40	7	4	11	11	1	12	186	25	211	71	2	73	32	2	34
January and June, 1927																					
Total No. of pupils taking examinations	1,889	1,798	3,687	1,875	1,786	3,661	1,875	1,789	3,664	1,882	1,791	3,673	1,883	1,797	3,680	1,884	1,791	3,675	1,872	1,790	3,662
Total number of pupils who could have taken examinations, but did not.....	27	17	44	41	29	70	41	26	67	34	24	58	33	18	51	32	24	56	44	25	69
No. of pupils receiving 90 pts. or more..	276	527	803	467	400	867	1,001	434	1,435	273	180	453	150	96	246	481	109	590	20	669	689
No. of pupils receiving 70 to 89 pts.....	996	983	1,979	1,178	1,189	2,367	723	901	1,624	1,368	1,344	2,712	1,059	1,260	2,319	1,071	1,363	2,433	450	1,081	1,531
No. of pupils receiving 50 to 69 pts.....	453	264	717	202	194	396	126	321	447	231	254	485	567	424	991	310	308	618	1,015	40	1,055
No. of pupils receiving 49 pts. or less....	164	24	188	28	3	31	25	133	158	10	13	23	107	17	124	22	12	34	387	.....	387

GRADUATES

Grammar School Graduates for Ten Years

Year	*Grammar school enrollment	Number graduated	Per cent graduated	Entered high school	Per cent entered high school
1918.....	23,143	†3,349	14.5	1,858	55.5
1919.....	23,404	†3,265	14.	2,243	68.7
1920.....	23,071	†3,671	15.9	2,393	65.1
1921.....	24,093	†3,572	14.8	2,890	80.9
1922.....	24,692	†4,027	16.3	3,201	79.5
1923.....	25,156	†4,282	17.	3,433	80.2
1924.....	25,481	†3,820	15.	3,425	89.6
1925.....	25,836	†3,856	14.9	3,410	88.4
1926.....	25,811	†4,077	15.8	3,379	82.9
1927.....	25,781	†4,288	16.6	3,382	78.9

* Includes pupils enrolled in 7th and 8th grades of junior high schools.

† Includes pupils graduated from all-year schools in August.

High School Graduates by Courses for Ten Years

Year	Classical Course	Commercial Course	General Course	Scientific Course	Technical Course	† Fine and Practical Arts Courses	Total	Per cent of total enrollment graduated
1918.....	101	26	179	----	11	11	328	5.1
1919.....	201	60	240	----	13	31	545	8.0
1920*.....	180	99	232	----	39	35	585	8.2
1921*.....	202	154	236	----	32	30	654	7.9
1922*.....	208	189	215	----	43	47	702	7.2
1923*.....	197	231	238	----	67	54	787	6.9
1924*.....	240	253	294	----	49	68	904	8.
1925*.....	224	213	418	5	81	57	993	8.5
1926.....	231	226	503	19	57	86	1,122	9.7
1927.....	224	221	498	29	47	79	1,098	9.2

* Includes pupils graduated from all-year high school in August.

* Previous to 1922, these courses were known as Home Economics and Arts.

SUMMER SCHOOLS

Enrollment, Attendance, etc.

SCHOOLS	1926 Total Enroll- ment	1926 Av'ge Enroll- ment	Av'ge Attend- ance	Per cent of Attend- ance	Total Enroll- ment	1927 Av'ge Enroll- ment	Av'ge Attend- ance	Per cent of Attend- ance
Senior high.....	2,114	1,998	1,916	95.9	2,370	2,234	2,133	95.5
Junior high.....	239	215	206	95.7	222	200	189	94.4
Elementary.....	14,393	12,377	11,352	91.4	14,616	12,711	11,797	92.6
Total.....	16,746	14,590	13,474	92.5	17,208	15,145	14,119	93.3

Distribution of Pupils by Departments

	1926	1927
Senior high.....	2,114	2,370
Junior high.....	239	222
Grammar grades.....	5,914	5,990
Primary grades.....	7,501	7,615
Kindergarten.....	978	1,011
Total.....	16,746	17,208

Sources from Which Pupils Came

	1926	1927
Public schools.....	15,385	15,733
Private schools.....	734	787
Never before attended school.....	430	462
Out of town.....	197	226
Total.....	16,746	17,208

Number of Classes

Grammar grades.....	182	186
Primary grades.....	186	191
Kindergarten.....	18	19
Total.....	386	396

Number of Teachers

	Men	Women	Men	Women
Senior high.....	54	24	58	30
Junior high.....	6	6	4	7
Elementary.....	42	384	44	394
Total.....	102	414	106	431

Comparative Summer School Statistics for the Last Ten Years

Year	No. of teachers	No. of classes	Total enrollment	Average enrollment	Average attendance
1918.....	700	493	19,921	16,542	14,875
1919.....	712	500	19,199	16,851	15,068
1920.....	562	401	14,726	12,467	11,302
1921.....	597	438	17,027	14,548	13,206
1922.....	525	384	16,151	14,099	13,016
1923.....	485	353	15,251	13,561	12,502
1924.....	492	370	16,783	14,764	13,614
1925.....	510	380	16,616	14,684	13,637
1926.....	516	386	16,746	14,590	13,474
1927.....	537	396	17,208	15,145	14,119

*Percentage of Pupils Enrolled in the Various Public Schools
on June 30, 1926 That Attended Summer Schools and Summer
Sessions of All-Year Schools*

SCHOOLS	Enroll- ment June 30, 1926	No. enrolled in summer schools	Per cent of June enrollment attended summer school
Barneger High.....	1,727	805	46.6
Central C. & M. T. High.....	*	13	*
East Side C. & M. T. High.....	1,187	210	17.7
South Side High.....	1,749	890	50.9
Total Senior High.....	4,663	1,918	41.1
Cleveland Junior High.....	*	3	*
Madison Junior High.....	787	90	11.4
Robert Treat Junior High.....	646	107	16.6
Total Junior High.....	1,433	200	14.
Abington Avenue.....	*	*	*
Alexander Street.....	1,214	261	21.5
Ann Street.....	2,052	803	39.1
Avon Avenue.....	1,384	515	37.2
Belmont Avenue.....	*	16	*
Bergen Street.....	1,661	332	19.9
Bruce Street.....	362	77	21.3
Burnet Street.....	1,374	519	37.8
Camden Street.....	1,131	604	53.4
Central Avenue.....	1,136	425	37.4
Charlton Street.....	1,334	504	37.8
Chestnut Street.....	572	57	10.
Cleveland (Kdg.—6).....	*	3	*
Dayton Street.....	58	2	3.4
Eighteenth Avenue.....	1,243	493	39.7
Elizabeth Avenue.....	268	24	9.
Elliott Street.....	998	294	29.5
Fifteenth Avenue.....	1,712	495	28.9
Fourteenth Avenue.....	1,179	572	48.5
Franklin.....	1,865	931	49.9
Garfield.....	1,427	37	2.6
Hawkins Street.....	1,214	346	28.5
Hawthorne Avenue.....	2,261	844	37.3
Lafayette Street.....	*	10	*
Lawrence Street.....	56	*	*
Lincoln.....	746	77	10.3
McKinley.....	*	11	*
Madison (Kdg.—6).....	1,090	263	24.1
Maple Avenue.....	981	145	14.8
Miller Street.....	1,467	313	21.3
Monmouth Street.....	778	211	27.1
Montgomery Street.....	710	168	23.7
Morton Street.....	1,408	426	30.3
Newton Street.....	*	8	*
Oliver Street.....	1,586	540	34.
Peshine Avenue.....	1,429	191	13.4
Ridge Street.....	577	60	10.4
Robert Treat (Kdg.—6).....	1,641	339	20.7
Roseville Avenue.....	375	40	10.7
South Street.....	907	121	13.3
South Eighth Street.....	1,156	334	28.9
South Seventeenth Street.....	1,594	446	28.
South Tenth Street.....	917	170	18.5
Speedway Avenue.....	299	31	10.4
Summer Avenue.....	872	117	13.4
Summer Place.....	325	46	14.2
Sussex Avenue.....	950	398	41.9
Walnut Street.....	283	8	2.8
Warren Street.....	1,085	437	40.3
Washington Street.....	542	61	11.3
Waverly Avenue.....	732	124	16.9
Webster Street.....	*	6	*
Wilson Avenue.....	*	3	*
Total Elementary.....	46,951	13,258	28.2

*Percentage of Pupils Enrolled in the Various Public Schools
on June 30, 1927 That Attended Summer Schools and Summer
Sessions of All-Year Schools—(Continued)*

SCHOOLS	Enroll- ment June 30, 1926	No. enrolled in summer schools	Per cent of June enrollment attended summer school
Binet.....	637	9	1.4
Deaf.....	78	---	---
Ungraded.....	130	---	---
Blind.....	21	---	---
Elizabeth Avenue Tubercular.....	*	---	*
Crippled.....	*	---	*
Sight Conservation.....	*	---	*
Total Special.....	866	9	1.0
Total High, Elementary and Special.....	**53,913	15,385	28.5

* An all-year school, see data for all-year schools given below.

** Does not include pupils enrolled in continuation schools.

ALL-YEAR SCHOOLS	Enroll- ment June 30, 1926	No. enrolled in summer session	Per cent of June enrollment attended summer session
Central C. & M. T. High.....	2,099	1,797	85.6
Cleveland Junior High.....	804	638	79.4
Abington Avenue.....	1,823	1,395	76.5
Belmont Avenue.....	1,582	1,160	73.3
Cleveland Elementary (Kdg.—6).....	799	583	73.
Lafayette Street.....	1,789	1,435	80.2
McKinley.....	2,162	1,817	84.
Newton Street.....	1,631	1,210	74.2
Webster Street.....	1,322	1,110	84.
Wilson Avenue.....	1,872	1,384	73.9
Total Elementary.....	12,980	10,094	77.8
Elizabeth Avenue Tubercular.....	38	31	81.6
Sight Conservation.....	28	12	42.9**
Crippled.....	192	297	154.7
Total Special.....	258	340	131.8**
Grand Total.....	16,141	12,869	79.7
<i>Summary</i>			
High Schools, Summer.....	4,663	1,918	41.1
High Schools, All-Year.....	2,099	1,797	85.6
Junior High Schools, Summer.....	1,433	200	14.
Junior High Schools, All-Year.....	804	638	79.4
Elementary Schools, Summer.....	46,951	13,258	28.2
Elementary Schools, All-Year.....	12,980	10,094	77.8
Special Schools, Summer.....	866	9	1.
Special Schools, All-Year.....	258	340	131.8**
Total Summer.....	53,913	15,385	28.5
Total All-Year.....	16,141	*12,869	79.7
Grand Total.....	†70,054	28,254	40.3

* In addition to these, 197 pupils from out of town, 734 from private schools and 430 who never attended school were in attendance at the summer schools, a total enrollment of 16,746.

** Due to added enrollment in the summer session.

† Does not include 2,353 pupils enrolled in the continuation schools.

*Percentage of Pupils Enrolled in the Various Public Schools
on June 30, 1926 That Attended Summer Schools and Summer
Sessions of All-Year Schools*

SCHOOLS	Enroll- ment June 30, 1927	No. enrolled in summer schools	Per cent of June enrollment attended summer school
Barringer High.....	1,296	639	49.3
Central C. & M. T. High.....	*	9	*
East Side C. & M. T. High.....	1,273	289	22.7
South Side High.....	1,654	883	53.4
West Side High.....	905	332	36.7
Total Senior High.....	5,128	2,152	42.
Cleveland Junior High.....	*	2	*
Madison Junior High.....	641	77	12.
Robert Treat Junior High.....	553	120	21.7
Total Junior High.....	1,194	199	16.7
Abington Avenue.....	*	4	*
Alexander Street.....	1,325	301	22.7
Ann Street.....	2,152	846	39.3
Avon Avenue.....	1,364	440	32.2
Belmont Avenue.....	*	9	*
Bergen Street.....	1,645	257	15.6
Bruce Street.....	351	72	20.5
Burnet Street.....	1,306	496	38.
Camden Street.....	1,101	647	58.8
Central Avenue.....	1,119	439	39.2
Charlton Street.....	1,291	526	40.7
Chestnut Street.....	562	71	12.6
Cleveland (Kdg.—6).....	*	8	*
Dayton Street.....	76	8	10.5
Eighteenth Avenue.....	1,187	503	42.4
Elizabeth Avenue.....	243	26	10.7
Elliott Street.....	1,050	298	28.4
Fifteenth Avenue.....	1,734	455	26.2
Fourteenth Avenue.....	1,215	631	51.9
Franklin.....	1,887	933	49.5
Garfield.....	1,558	58	37.2
Hawkins Street.....	1,177	252	21.4
Hawthorne Avenue.....	2,012	824	41.
Lafayette Street.....	*	3	*
Lawrence Street.....	50	.....	.....
Lincoln.....	891	82	92.
McKinley.....	*	204	*
Madison (Kdg.—6).....	1,110	259	23.3
Maple Avenue.....	1,460	6	.4
Miller Street.....	1,517	374	24.7
Monmouth Street.....	778	237	30.4
Montgomery Street.....	653	119	18.2
Morton Street.....	1,339	410	30.6
Newton Street.....	*	13	*
Oliver Street.....	1,645	450	27.4
Peshine Avenue.....	1,454	237	16.3
Ridge Street.....	612	65	10.6
Robert Treat (Kdg.—6).....	1,675	395	23.6
Roseville Avenue.....	416	58	13.9
South Street.....	852	117	13.7
South Eighth Street.....	1,138	341	30.
South Seventeenth Street.....	1,161	504	31.2
South Tenth Street.....	878	188	21.4
Speedway Avenue.....	299	37	12.4
Summer Avenue.....	840	130	15.5
Summer Place.....	334	38	11.4
Street Avenue.....	959	403	42.
Walnut Street.....	285	1	.4
Warren Street.....	1,036	394	38.
Washington Street.....	511	61	11.9
Waverly Avenue.....	744	125	16.8
Webster Street.....	*	1	*
Wilson Avenue.....	*	9	*
Total Elementary.....	47,446	13,365	28.2

*Percentage of Pupils Enrolled in the Various Public Schools
on June 30, 1927 That Attended Summer Schools and Summer
Sessions of All-Year Schools—(Continued)*

SCHOOLS	Enroll- ment June 30, 1927	No. enrolled in summer schools	Per cent of June enrollment attended summer school
Binet.....	688	4	.6
Deaf.....	79	1	.7
Ungraded.....	149	1	.7
Blind.....	19	2	10.5
Elizabeth Avenue Tubercular.....	*	—	—
Crippled.....	*	—	—
Sight Conservation.....	*	—	—
Barringer Evening High.....	—	8	—
Total Special.....	935	15	.7
Total High, Elementary and Special.....	54,703	15,723	28.7

*An all-year school, see data for all-year schools given below.

§Does not include pupils enrolled in continuation schools

ALL-YEAR SCHOOLS	Enroll- ment June 30, 1927	No. enrolled in summer session	Per cent of June enrollment attended summer session
Central C. & M. T. High.....	2,120	2,064	97.4
Cleveland Junior High.....	753	545	72.4
Abington Avenue.....	1,969	1,463	74.3
Belmont Avenue.....	1,488	1,146	58.2
Cleveland Elementary (Kdg.—6).....	772	506	65.5
Lafayette Street.....	1,752	1,466	83.7
McKinley.....	2,043	1,764	86.5
Newton Street.....	1,608	1,250	77.7
Webster Street.....	1,292	1,100	85.1
Wilson Avenue.....	1,748	1,309	70.8
Total Elementary.....	12,672	10,004	78.9
Elizabeth Avenue Tubercular.....	39	31	79.5
Sight Conservation.....	30	13	43.3
Crippled.....	189	271	§143.4
Total Special.....	258	315	§122.1
Grand Total.....	15,803	12,928	81.8
<i>Summary</i>			
High Schools, Summer.....	5,128	2,152	42.
High Schools, All-Year.....	2,120	2,064	97.4
Junior High Schools, Summer.....	1,194	199	16.7
Junior High Schools, All-Year.....	753	545	72.4
Elementary Schools, Summer.....	47,446	13,365	28.2
Elementary Schools, All-Year.....	12,672	10,004	78.9
Special Schools, Summer.....	935	7	11.8
Special Schools, All-Year.....	258	315	§122.1
Total Summer.....	54,703	*15,731	28.7
Total All-Year.....	15,803	12,928	81.8
Grand Total.....	**70,506	28,651	40.6

* In addition to these, 227 pupils from out of town, 788 from private schools and 462 who never attended school, were in attendance at the summer schools, a total enrollment of 17,208.

** Does not include 2,425 pupils enrolled in the continuation schools.

§ Due to added enrollment in the summer session.

Enrollment and Attendance in Promotion Classes in Elementary Summer Schools

Distribution of days attendance—	1926			1927		
	Boys	Girls	Total	Boys	Girls	Total
Present between 1 and 10 days	761	725	1,486	746	701	1,447
“ “ 11 and 20 “	1,156	1,125	2,281	942	818	1,760
“ “ 21 “ 29 “	5,081	4,623	9,704	5,455	5,027	1,482
Total number of pupils enrolled	6,998	6,473	13,471	7,143	6,546	13,689

ENROLLMENT BY GRADES

GRADE	No. of pupils enrolled	No. who left before end of term	No. who succeeded in making up failures	No. who failed to make up failures	No. taking work to strengthen next term's work	No. recommended for advanced standing (not included in preceding columns)	No. who failed to gain advanced standing (not included in preceding columns)	No. of pupils enrolled	No. who left before end of term	No. who succeeded in making up failures	No. who failed to make up failures	No. taking work to strengthen next term's work	No. recommended for advanced standing (not included in preceding columns)	No. who failed to gain advanced standing (not included in preceding columns)
8A.....	245	69	15	26	75	26	34	220	49	17	31	65	28	30
8B.....	675	173	104	63	207	40	88	719	163	104	85	246	54	67
7A.....	759	173	86	76	297	62	65	724	175	79	77	269	72	52
7B.....	785	195	60	78	335	64	53	755	217	74	83	238	73	70
6A.....	737	178	76	78	293	69	43	781	166	74	78	341	51	81
6B.....	884	205	53	82	422	54	68	900	223	42	50	400	94	91
5A.....	881	214	35	96	445	52	39	914	218	40	104	394	73	85
5B.....	1,004	276	57	90	492	42	47	1,057	252	43	105	519	73	85
4A.....	955	222	37	76	487	80	53	988	251	39	87	500	77	39
4B.....	990	244	34	76	502	59	75	993	189	39	65	546	85	60
3A.....	994	234	27	70	551	61	51	924	194	38	69	491	87	45
3B.....	1,040	220	38	69	636	59	18	1,075	219	33	68	629	75	51
2A.....	932	182	22	83	578	45	22	935	156	32	69	614	49	15
2B.....	1,071	243	20	88	659	41	20	1,046	172	14	65	711	61	23
1A.....	812	177	28	73	511	29	6	987	133	14	85	643	37	15
1B.....	707	151	19	61	459	3	2	676	133	14	68	448	8	.....
Total.....	13,471	3,456	711	1,185	6,949	786	684	13,689	2,979	681	1,189	7,054	997	789

SUPPLEMENTARY REPORT ON SUMMER SCHOOL PROMOTIONS FOR
TERM OF 1925 AT END OF NEXT SCHOOL TERM, FEBRUARY 1926

GRADE	Recommendations honored	Recommendations not honored	Failed in June— promoted in Sept. on recommendation of summer school teacher	Sustained themselves and were promoted in February 1927	Skipped a grade in September on recom- mendation of summer school teacher	Skipped a grade and sustained themselves and were promoted in February 1927
8A	140	1	75	62	65	55
8B	158	3	79	51	79	68
7A	117	1	56	36	61	58
7B	118	3	56	32	62	57
6A	112	5	47	24	65	63
6B	112	—	60	39	52	43
5A	94	13	58	45	36	30
5B	120	13	64	47	56	49
4A	86	12	46	39	40	36
4B	70	1	32	20	38	34
3A	89	5	32	20	57	54
3B	78	4	35	30	43	35
2A	60	3	31	21	29	27
2B	33	4	18	12	15	10
1A	35	—	35	32	—	—
1B	23	1	13	11	10	9
Total	1,445	69	737	521	708	628

SUPPLEMENTARY REPORT ON SUMMER SCHOOL PROMOTION FOR
TERM OF 1926 AT END OF NEXT SCHOOL TERM, FEBRUARY 1927

GRADE	Recommendations honored	Recommendations not honored	Failed in June— promoted in Sept. on recommendation of summer school teacher	Sustained themselves and were promoted in February 1927	Skipped a grade in September on recom- mendation of summer school teacher	Skipped a grade and sustained themselves and were promoted in February 1927
8A	107	3	64	55	43	41
8B	110	5	61	43	49	45
7A	108	3	44	33	64	59
7B	75	13	43	29	32	31
6A	89	17	35	27	54	47
6B	95	1	46	37	49	44
5A	94	3	54	48	40	34
5B	111	—	45	38	66	62
4A	99	—	30	23	69	66
4B	67	4	21	18	46	44
3A	89	7	36	24	53	50
3B	66	2	23	10	43	40
2A	45	2	10	5	35	28
2B	57	1	29	19	28	23
1A	25	1	18	13	7	4
1B	3	—	2	2	1	—
Total	1,240	62	561	424	679	618

"Grade" as used here, refers to the grade to which pupils were promoted as a result of summer school effort.

*Summer Senior High Schools—Comparative Statistics
Enrollment, Attendance, etc.*

	1925	1926	Increase or Decrease	1927	Increase or Decrease
Total enrollment					
Boys.....	1,298	1,357	59	1,512	155
Girls.....	782	757	—25	858	101
Total.....	2,080	2,114	34	2,370	256
Average enrollment.....	2,004	1,998	— 6	2,234	236
Average attendance.....	1,909	1,916	7	2,133	217
Per cent of attendance.....	95.2	95.9	.7	95.5	—.4

*Summer Junior High Schools—Comparative Statistics
Enrollment, Attendance, etc.*

Total enrollment—					
Boys.....	108	111	3	117	6
Girls.....	135	128	— 7	105	—23
Total.....	243	239	— 4	222	—17
Average enrollment.....	222	215	— 7	200	—15
Average attendance.....	213	206	— 7	189	—17
Per cent of attendance.....	95.8	95.7	— .1	94.4	—1.3
Ninth grade enrollment—					
Boys.....	75	88	13	78	—10
Girls.....	107	95	—12	66	—29
Total.....	182	183	1	144	—39

PLAYGROUNDS

SUMMER PLAYGROUNDS (SCHOOL)

1926

PLAYGROUND	No. of weeks open	Average daily attendance						Teachers		
		Under 10 years of age		From 10 to 15 years of age		Over 15 years of age		Total	Men	Women
		Boys	Girls	Boys	Girls	Boys	Girls			
July 6—Aug. 21, 1926 <i>Day</i>										
Arlington Ave.....	7	49	39	44	43	38	21	224	1	2
Alexander St.....	7	68	60	63	59	11	9	270	1	2
Avon Ave.....	7	67	59	63	68	29	34	320	2	2
Bergen St.....	7	53	59	82	71	15	13	293	2	2
Camden St.....	7	35	37	38	42	10	9	171	2	2
Central Ave.....	7	51	44	60	49	17	9	230	2	2
Eighteenth Ave.....	7	94	80	89	72	62	44	441	2	2
Elliott St.....	7	48	50	55	55	35	32	275	1	2
Fourteenth Ave.....	7	56	55	62	55	24	16	268	2	2
Franklin.....	7	111	104	77	42	40	34	408	2	2
Hawthorne Ave.....	7	98	95	94	91	38	33	449	2	2
Lincoln.....	7	20	15	16	12	12	9	84	1	2
Madison.....	7	71	64	77	67	25	21	325	2	2
Miller St.....	7	41	37	52	38	54	40	262	2	2
Monmouth St.....	7	53	52	54	53	42	38	292	2	2
Montgomery St.....	7	28	32	44	32	41	27	204	2	2
Oliver St.....	7	43	46	68	56	19	12	244	2	2
South St.....	7	26	38	31	29	10	8	142	1	2
South Eighth St.....	7	136	114	84	73	27	21	455	2	2
South Market St.....	7	126	124	68	69	19	16	422	2	2
Sussex Ave.....	7	126	128	140	123	112	81	710	2	2
Washington St.....	7	24	24	30	24	28	19	149	1	2
Waverly Ave.....	7	22	27	21	22	3	....	95	1	1
Total.....		1,446	1,383	1,412	1,235	711	546	6,733	§42	*51
<i>Evening</i>										
Belmont Ave.....	7	42	42	36	32	23	17	192	1	1
Bergen St.....	7	49	45	107	95	39	29	364	1	1
Camden St.....	7	19	17	22	21	20	20	119	1	1
Central Ave.....	7	33	27	40	29	42	23	194	1	1
Hawthorne Ave.....	7	76	76	71	71	46	39	379	1	1
Lafayette St.....	7	177	157	219	199	312	185	1,249	2	1
Miller St.....	7	62	55	77	54	70	59	377	1	1
Montgomery St.....	7	24	26	37	27	36	22	172	1	1
Newton St.....	7	66	98	62	96	41	23	386	1	1
Oliver St.....	7	38	38	66	56	27	14	239	1	1
South Eighth St.....	7	64	54	83	74	61	51	387	1	1
South Market St.....	7	128	125	68	70	120	111	622	2	1
Sussex Ave.....	7	132	99	179	114	141	87	752	1	1
Washington St.....	7	23	19	34	22	42	26	166	1	1
Wilson Ave.....	7	107	86	113	103	52	13	474	1	1
Total.....		1,040	964	1,214	1,063	1,072	719	6,072	17	15

§ Includes 3 supervisors.

* Includes 6 pianists.

SUMMER PLAYGROUNDS (SCHOOL)

1927

PLAYGROUND	No. of weeks open	Average daily attendance						Teachers		
		Under 10 years of age		From 10 to 15 years of age		Over 15 years of age		Total	Men	Women
		Boys	Girls	Boys	Girls	Boys	Girls			
July 5—Aug. 20, 1927										
Day										
Alexander St.....	7	45	43	39	41	13	11	192	1	2
Arlington Ave.....	7	44	47	46	49	35	20	241	2	2
Avon Ave.....	7	78	68	64	61	32	28	331	2	2
Bergen St.....	7	74	81	77	88	8	8	336	2	2
Camden St.....	7	86	74	109	69	44	28	410	2	2
Central Ave.....	7	75	55	82	59	15	7	293	2	2
Eighteenth Ave.....	7	97	82	98	77	44	23	421	2	2
Elliott St.....	7	76	77	87	81	51	54	426	2	2
Fourteenth Ave.....	7	148	129	106	97	26	19	525	2	2
Franklin.....	7	117	115	74	69	41	39	455	2	2
Hawthorne Ave.....	7	110	101	112	99	52	40	514	2	2
Lincoln.....	7	29	32	37	43	16	13	170	1	2
Madison.....	7	71	72	71	70	25	25	334	2	2
Miller St.....	7	62	46	76	48	27	12	271	2	2
Monmouth St.....	7	65	58	75	74	64	53	389	2	2
Montgomery St.....	7	66	49	64	30	58	19	286	2	2
Oliver St.....	7	54	59	73	65	17	12	280	2	2
South St.....	7	54	55	49	46	35	34	273	1	2
South Eighth St.....	7	82	58	130	85	31	22	408	2	2
South Market St.....	7	170	171	72	72	46	35	566	2	2
Sussex Ave.....	7	111	88	129	95	59	35	517	2	2
Washington St.....	7	37	35	40	34	25	21	192	2	2
Waverly Ave.....	7	35	42	45	36	2	----	160	2	1
Total.....		1,786	1,637	1,755	1,488	766	558	7,990	*45	‡53
Evening										
Belmont Ave.....	7	77	67	55	49	42	24	314	1	1
Bergen St.....	7	92	103	115	113	52	49	524	1	1
Camden St.....	7	141	107	175	98	95	55	671	1	1
Central Ave.....	7	71	54	92	55	55	20	347	1	1
Fourteenth Ave.....	7	107	96	109	102	62	56	532	1	1
Hawthorne Ave.....	7	109	104	114	108	71	57	563	1	1
Miller St.....	7	59	37	56	32	34	12	230	1	1
Montgomery St.....	7	49	32	49	27	76	19	252	1	1
Newton St.....	7	80	87	79	85	46	36	413	1	1
Oliver St.....	7	43	47	67	61	29	15	262	1	1
South Eighth St.....	7	54	50	112	73	63	30	382	1	1
South Market St.....	7	173	172	72	72	155	127	771	2	1
Sussex Ave.....	7	138	105	191	131	132	66	763	1	1
Washington St.....	7	47	44	47	40	44	33	255	1	1
Wilson Ave.....	7	130	109	139	125	69	23	595	1	1
Total.....		1,370	1,214	1,472	1,171	1,025	622	6,874	16	15

* Includes 2 supervisors.

‡ Includes 1 supervisor and 7 pianists.

AFTER-SCHOOL PLAYGROUNDS
1925-1926

PLAYGROUND	No. of weeks open	Average daily attendance						Teachers		
		Under 10 years of age		From 10 to 15 years of age		Over 15 years of age		Total	Men	Women
		Boys	Girls	Boys	Girls	Boys	Girls			
Oct. 1, 1925—Nov. 30, 1925										
Belmont Ave.....	9	37	35	55	57	----	----	184	1	1
Bergen St.....	9	43	35	52	39	13	12	194	1	1
Camden St.....	9	34	34	39	30	12	5	154	1	1
Fourteenth Ave.....	9	36	28	29	26	14	15	148	1	1
Franklin.....	9	36	26	73	24	----	----	159	1	1
Miller St.....	9	40	32	53	43	52	37	257	1	1
Montgomery St.....	9	32	33	35	34	29	29	192	1	1
Newton St.....	9	66	81	64	81	33	17	342	1	1
Oliver St.....	9	30	47	93	91	20	19	300	1	1
South St.....	9	36	41	31	38	1	1	148	1	1
South Eighth St.....	9	68	62	75	69	23	20	317	1	1
South Market St.....	9	65	65	48	50	14	10	252	1	1
Sussex Ave.....	9	26	20	28	26	13	9	122	1	1
Washington St.....	9	29	28	30	28	22	20	157	1	1
Wilson Ave.....	9	102	105	104	110	6	----	427	1	1
Total.....		680	672	809	746	252	194	3,353	15	15
April 5, 1926—July 3, 1926										
Belmont Ave.....	13	99	95	65	64	23	16	362	1	1
Bergen St.....	13	47	42	97	71	4	2	263	1	1
Camden St.....	13	37	33	38	30	18	10	166	1	1
Fourteenth Ave.....	13	132	99	77	61	13	10	392	1	1
Franklin.....	13	59	51	74	46	7	----	237	1	1
Miller St.....	13	48	39	62	48	68	46	311	1	1
Montgomery St.....	13	39	44	40	46	32	30	231	1	1
Newton St.....	13	73	93	69	93	34	22	384	1	1
Oliver St.....	13	58	68	70	62	15	22	295	1	1
South St.....	13	34	27	38	29	5	----	133	1	1
South Eighth St.....	13	67	62	70	64	23	20	306	1	1
South Market St.....	13	101	91	66	64	21	17	360	1	1
Sussex Ave.....	13	36	35	48	50	22	19	210	1	1
Washington St.....	13	28	30	27	30	9	3	127	1	1
Wilson Ave.....	13	106	102	109	108	9	----	434	1	1
Total.....		964	911	950	866	303	217	4,211	15	15
July 6, 1926—Aug. 21, 1926										
Belmont Ave.....	7	45	42	36	37	21	18	199	1	1
Lafayette St.....	7	108	99	106	98	66	32	509	2	1
Newton St.....	7	59	69	56	71	30	21	306	1	1
Wilson Ave.....	7	99	93	102	91	18	6	409	1	1
Total.....		311	303	300	297	135	77	1,423	5	4
Evening Playgrounds										
May 3, 1926—July 3, 1926										
Belmont Ave.....	9	33	36	37	35	55	41	237	1	1
Bergen St.....	9	24	22	74	52	25	18	215	1	1
Camden St.....	9	39	31	46	33	47	23	219	1	1
Franklin.....	9	64	54	74	39	40	----	271	1	1
Newton St.....	9	72	130	69	125	54	28	478	1	1
Oliver St.....	9	47	61	73	60	30	28	299	1	1
South Eighth St.....	9	51	46	84	61	59	35	336	1	1
South Market St.....	9	125	120	73	72	109	98	597	1	1
Washington St.....	9	32	34	32	34	19	8	159	1	1
Wilson Ave.....	9	117	103	128	112	61	23	544	1	1
Total.....		604	637	690	623	499	302	3,355	10	10

AFTER-SCHOOL PLAYGROUNDS 1926-1927

PLAYGROUND	No. of weeks open	Average daily attendance						Teachers	
		Under 10 years of age		From 10 to 15 years of age		Over 15 years of age		Total	Men Women
		Boys	Girls	Boys	Girls	Boys	Girls		
Oct. 4, 1926—Nov. 30, 1926									
Belmont Ave.....	9	46	42	30	25	6	5	154	1 1
Bergen St.....	9	35	26	62	47	10	---	180	1 1
Camden St.....	9	29	30	25	25	11	9	129	1 1
Fourteenth Ave.....	9	124	106	89	82	16	15	432	1 1
Franklin.....	9	43	32	66	26	13	3	183	1 1
Miller St.....	9	40	30	61	42	1	---	174	1 1
Montgomery St.....	9	30	29	33	26	24	25	167	1 1
Newton Street.....	9	63	74	64	79	35	22	337	1 1
Oliver St.....	9	39	39	69	63	12	7	229	1 1
South St.....	9	20	20	25	28	24	28	145	1 1
South Eighth St.....	9	47	41	60	47	41	25	261	1 1
South Market St.....	9	131	131	60	54	23	16	415	1 1
Sussex Ave.....	9	67	62	45	40	26	29	269	1 1
Washington St.....	9	24	25	34	28	9	---	120	1 1
Wilson Ave.....	9	85	76	89	81	8	---	339	1 1
Total.....		823	763	812	693	259	184	3,534	15 15
Apr. 10, 1927—June 30, 1927									
Belmont Ave.....	11	67	64	55	51	21	18	276	1 1
Bergen St.....	11	39	33	51	43	16	2	184	1 1
Camden St.....	11	57	51	48	38	24	12	230	1 1
Fourteenth Ave.....	11	113	98	83	79	14	13	400	1 1
Franklin.....	11	49	42	74	29	18	---	212	1 1
Miller St.....	11	42	37	50	39	6	---	174	1 1
Newton St.....	11	71	79	68	76	27	18	339	1 1
Oliver St.....	11	49	52	68	63	15	11	258	1 1
South St.....	11	20	19	27	23	24	21	134	1 1
South Market St.....	11	140	133	59	60	32	25	449	1 1
Sussex Ave.....	11	115	91	113	86	49	25	479	1 1
Washington St.....	11	23	33	34	32	15	12	149	1 1
Wilson Ave.....	11	105	93	107	99	11	---	415	1 1
Total.....		890	825	837	718	272	157	3,699	13 13
July 5, 1927—Aug. 20, 1927									
Belmont Ave.....	7	83	71	61	51	33	18	317	1 1
Newton St.....	7	71	77	72	76	25	20	341	1 1
Wilson Ave.....	7	123	96	130	109	26	2	486	1 1
Total.....		277	244	263	236	84	40	1,144	4 3
<i>Evening Playgrounds</i>									
Oct. 4, 1926—Nov. 30, 1926									
Belmont Ave.....	9	23	20	60	52	67	57	279	1 1
Newton St.....	9	43	46	64	55	42	28	278	1 1
South Eighth St.....	9	19	14	48	24	38	16	159	1 1
South Market St.....	9	136	135	64	63	125	115	638	1 1
Washington St.....	9	24	21	34	25	15	5	124	1 1
Total.....		245	236	270	219	287	221	1,478	5 5
Apr. 10, 1927—June 30, 1927									
Belmont Ave.....	11	55	52	51	50	35	28	271	1 1
Camden St.....	11	76	55	96	55	65	30	377	1 1
Newton St.....	11	83	89	83	87	53	42	437	1 1
Oliver St.....	11	41	47	68	60	26	14	256	1 1
South Market St.....	11	143	138	64	64	119	103	631	1 1
Washington St.....	11	45	45	43	44	39	35	251	1 1
Wilson Ave.....	11	100	82	97	91	61	4	435	1 1
Total.....		543	508	502	451	398	256	2,658	7 7

ALL-YEAR PLAYGROUNDS
1925-1926

PLAYGROUND	No. of weeks open	Average daily attendance						Teachers		
		Under 10 years of age		From 10 to 15 years of age		Over 15 years of age		Total	Men	Women
		Boys	Girls	Boys	Girls	Boys	Girls			
Aug. 24, 1925—July 3, 1926										
Day										
McKinley.....	45	109	60	121	66	---	---	356	1	1
Morton St.....	45	54	35	72	37	7	---	205	2	1
Prince St.....	45	51	46	68	51	27	---	243	2	1
Robert Treat.....	45	191	127	156	64	59	1	598	1	1
Webster St.....	45	134	127	141	129	40	34	605	2	1
Total.....		539	395	558	347	133	35	2,007	8	5
Evening										
McKinley.....	45	86	40	93	48	64	33	364	1	1
Morton St.....	45	37	14	45	10	40	---	146	1	---
Prince St.....	45	34	8	51	8	41	1	143	2	1
Robert Treat.....	45	33	---	47	---	53	---	133	1	---
Webster St.....	45	47	28	50	25	24	15	189	2	1
Total.....		237	90	286	91	222	49	975	7	3
July 6, 1926—Aug. 21, 1926										
Day										
McKinley.....	7	130	67	130	56	---	---	383	2	1
Morton St.....	7	44	19	58	18	25	---	164	2	1
Prince St.....	7	59	55	85	64	32	---	295	2	2
Robert Treat.....	7	85	67	94	68	83	---	397	2	2
Webster St.....	7	145	130	150	128	33	24	610	2	2
Total.....		463	338	517	334	173	24	1,849	10	8
Evening										
McKinley.....	7	111	51	121	60	91	39	473	1	1
Morton St.....	7	39	19	48	14	43	4	167	1	---
Prince St.....	7	44	42	75	67	79	23	330	2	1
Robert Treat.....	7	77	---	105	---	125	---	307	2	2
Webster St.....	7	59	41	64	38	26	18	246	2	2
Total.....		330	153	413	179	364	84	1,523	8	6

ALL-YEAR PLAYGROUNDS 1926-1927

PLAYGROUND	No. of weeks open	Average Daily Attendance							Teachers	
		Under 10 years of age		From 10 to 15 years of age		Over 15 years of age		Total	Men	Women
		Boys	Girls	Boys	Girls	Boys	Girls			
Aug. 23, 1926—July 2, 1927										
Day										
Lafayette St.....	45	86	77	88	78	46	31	406	1	2
McKinley.....	45	116	62	122	57	2	1	360	2	1
Morton St.....	45	53	25	67	25	15	.....	185	2	1
Prince St.....	45	50	46	73	54	26	.....	249	2	1
Robert Treat.....	45	200	155	148	82	53	1	639	2	1
Webster St.....	45	142	118	146	128	64	45	643	2	1
Total.....		647	483	644	424	206	78	2,482	11	7
Evening										
Lafayette St.....	38	80	70	80	62	76	45	413	2	1
McKinley.....	.....	83	41	83	39	49	21	316	2	1
Morton St.....	38	38	13	42	8	33	.....	134	2	1
Prince St.....	38	34	14	58	16	45	.....	167	2	1
Robert Treat.....	38	43	15	56	16	55	1	186	2	.....
Webster St.....	38	76	53	75	50	51	38	343	2	1
Total.....		354	206	394	191	309	105	1,559	12	5
July 5, 1926—Aug. 20, 1927										
Day										
Lafayette St.....	7	133	116	113	99	77	33	571	2	2
McKinley.....	7	160	77	168	73	.....	.....	478	2	2
Morton St.....	7	50	31	61	29	17	1	189	2	2
Prince St.....	7	60	65	92	75	29	1	322	2	2
Robert Treat.....	7	90	94	123	128	93	39	567	2	2
Webster St.....	7	160	145	157	152	83	67	764	2	2
Total.....		653	528	714	556	299	141	2,891	12	12
Evening										
Lafayette St.....	7	145	125	130	98	126	72	696	2	1
McKinley.....	7	103	59	127	77	93	35	494	1	2
Morton St.....	7	50	24	60	23	45	5	207	2	1
Prince St.....	7	48	47	76	59	79	3	312	2	1
Robert Treat.....	7	110	103	114	105	141	57	630	2	2
Webster St.....	7	105	82	99	81	78	77	522	2	2
Total.....		561	440	606	443	562	249	2,861	11	9

COMPARATIVE STATISTICS OF PLAYGROUNDS FOR
THE LAST FIVE YEARS

TYPE OF PLAYGROUND	Day			Evening		
	Number of play- grounds	Number of teachers	Average attend- ance	Number of play- grounds	Number of teachers	Average attend- ance
<i>DURING SCHOOL YEAR</i>						
<i>After-school</i>						
1922-23.....	11	22	3,771	-----	-----	-----
1923-24.....	10	20	2,767	-----	-----	-----
1924-25.....	11	22	3,075	-----	-----	-----
1925-26.....	15	30	3,782	10	20	3,355
1926-27.....	15	30	3,617	7	14	2,068
<i>All-year</i>						
1922-23.....	4	10	1,140	3	3	764
1923-24.....	5	12	1,793	4	8	852
1924-25.....	5	12	1,537	4	10	994
1925-26.....	5	13	2,007	5	12	975
1926-27.....	6	18	2,482	6	17	1,559
<i>DURING THE SUMMER</i>						
<i>Summer Playgrounds</i>						
1923.....	16	61	5,402	-----	-----	-----
1924.....	20	81	6,048	8	16	2,919
1925.....	20	85	6,349	8	17	3,139
1926.....	23	93	6,733	15	32	6,072
1927.....	23	98	7,990	15	31	6,874
<i>After-school</i>						
1923.....	3	6	1,098	-----	-----	-----
1924.....	2	4	686	-----	-----	-----
1925.....	2	4	805	-----	-----	-----
1926.....	4	9	1,423	(Included with summer)		
1927.....	3	7	1,144	" " "		
<i>All-year</i>						
1923.....	5	14	1,570	4	5	1,338
1924.....	5	12	1,636	4	8	1,094
1925.....	5	16	1,434	5	9	1,705
1926.....	5	18	1,849	5	14	1,523
1927.....	6	24	2,891	6	20	2,861

SOCIAL AND RECREATIONAL CENTERS
September 1925—August 1927

CENTER	1925-1926			1926-1927		
	Total No. of evenings for year	Aggregate attendance for year	Average attendance per night	Total No. of evenings for year	Aggregate attendance for year	Average attendance per night
Alexander Street ..	59	11,966	203	51	6,601	129
Avon Avenue.....	56	6,431	115	45	6,408	142
Belmont Avenue						
(White).....	84	16,474	196	61	10,593	174
(Colored).....	79	15,323	194	59	8,580	145
Central Avenue.....				25	3,594	144
Charlton Street.....	63	10,645	169	54	9,307	172
Cleveland.....	36	5,635	157	25	3,913	157
Eighteenth Avenue	34	4,783	141	46	6,994	152
Elliott Street.....	61	6,201	102	52	6,820	131
Fifteenth Avenue.....				59	7,514	127
Fourteenth Avenue.....	33	4,151	126			
Franklin.....	22	2,843	129	50	7,710	154
Garfield.....	34	5,502	162	23	2,753	120
Hawkins Street.....	83	11,250	136	49	7,211	147
Hawthorne Avenue.....	55	12,168	221	23	3,371	147
McKinley.....	87	23,585	271	61	14,495	238
Montgomery Street						
(White).....	75	14,941	199	52	6,859	132
(Colored).....	9	1,719	191	51	3,830	75
Newton Street.....	44	4,346	99	27	5,615	208
Oliver Street.....	78	9,805	126	61	9,665	158
Ridge Street.....	77	8,338	108	52	6,440	124
Webster Street.....	65	7,195	111	47	5,649	120
Wilson Avenue.....	68	7,805	115	47	10,806	230
Boys' Continuation.....	25	6,050	242	26	3,293	127
Total.....	1,227	197,156	3,513	1,046	158,021	3,453

Comparative Statistics of Social Centers for the Last Five Years

	Number of centers	Aggregate attendance for year	Average attendance per night
1922-23	8	37,801	1,023
1923-24	12	57,907	1,916
1924-25	20	168,727	3,395
1925-26	22	197,156	3,513
1926-27	23	158,021	3,453

DAY SCHOOLS—1925-1926
TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

NAME OF SCHOOL	Enrollment					Average enrollment	Per cent of attendance	No. who have not been absent or tardy during year	Times tardy	Number of sessions truant	Number suspended or expelled during year	Number of classes				Teachers
	Boys	Girls	Total	Kindergarten	Primary	Grammar						Special	Kindergarten	Primary	Grammar	
SENIOR HIGH																
Barringer High.....	1,140	811	1,951	.....	.....	.....	1,695	94.4	122	3,781	115	2	.....	.....	.....	32
East Side C. & M. T. High.....	608	711	1,319	.....	.....	.....	1,236	94.6	65	3,412	1	.....	.....	.....	.....	29
South Side High.....	1,168	727	1,895	.....	.....	.....	1,797	94.7	31	3,179	174	.....	.....	.....	.....	35
Total.....	2,916	2,249	5,165	.....	.....	.....	4,827	94.6	218	10,372	289	3	.....	.....	.....	97
SENIOR HIGH—ALL YEAR																
Central C. & M. T. High.....	1,238	1,253	2,491	.....	.....	.....	2,203	90.	.....	3,895	.....	.....	.....	.....	.....	60
Total Senior High.....	4,154	3,502	7,656	.....	.....	.....	7,030	93.	218	14,267	289	3	.....	.....	.....	157
JUNIOR HIGH—PLATOON																
Madison—7th and 8th grades.....	159	139	298	.....	.....	298	296	94.	6	502	23	1	.....	.....	9	1
Madison—9th grade.....	225	304	529	.....	.....	.....	502	94.4	17	206	45	.....	.....	.....	.....	2
Total.....	384	443	827	.....	.....	298	798	94.3	23	708	72	1	.....	.....	9	3
Robert Treat—7th and 8th gr.....	216	203	419	.....	.....	419	362	94.8	11	81	.....	.....	.....	.....	10	2
Robert Treat—9th grade.....	156	189	345	.....	.....	.....	332	95.4	5	52	.....	.....	.....	.....	1	11
Total.....	372	392	764	.....	.....	419	694	95.1	16	133	.....	.....	.....	.....	10	3
Total Jr. H. S. Platoon.....	756	835	1,591	.....	.....	717	1,492	94.7	39	841	72	1	.....	.....	19	6
JUNIOR HIGH—ALL YEAR																
PLATOON																
Cleveland—7th and 8th grades.....	277	271	548	.....	.....	548	467	93.6	.....	579	89	4	.....	.....	13	2
Cleveland—9th grade.....	228	218	446	.....	.....	.....	387	94.2	.....	179	34	3	.....	.....	.....	4
Total.....	505	489	994	.....	.....	548	854	93.9	.....	758	123	7	.....	.....	13	6
Total Junior High.....	1,261	1,324	2,585	.....	.....	1,265	2,346	94.4	39	1,599	195	8	.....	.....	32	12
Total Senior High and Junior High 9th grade.....	4,763	4,213	8,976	.....	.....	.....	8,251	.....	230	14,704	372	6	.....	.....	.....	164

ELEMENTARY TRADITIONAL																			
Alexander Street.....	651	634	1,285	141	527	617	1,494	1,099	92	37	608	60	1	12	2	12	15	3	80
Aval Avenue.....	841	805	1,646	195	802	649	1,430	1,302	91	9	850	22	12	3	3	17	16	2	87
Bergen Street.....	885	943	1,828	206	869	753	1,690	1,552	91	26	2,102	36	7	1	2	19	18	2	43
Brice Street.....	225	243	448	122	326	753	380	335	88	2	535	28	1	2	7	17	16	2	10
Carleton Street.....	636	601	1,237	308	692	237	1,425	1,027	91	15	2,099	324	3	...	4	16	6	2	26
Chatham Street.....	758	842	1,600	281	681	638	1,363	1,243	91	2	1,256	132	3	1	4	15	16	3	37
Chatham Street.....	420	396	816	116	479	221	628	562	89	9	1,235	...	...	2	10	6	...	...	18
Clinton Street.....	45	33	78	...	78	...	63	56	88	2	24	...	...	...	2	10	6	...	2
East Tenth Avenue.....	722	708	1,430	173	659	558	1,283	1,176	91	30	1,333	413	1	1	2	6	13	4	31
Elizabeth Avenue.....	142	157	299	87	212	...	266	234	87	8	312	14	...	...	2	6	...	...	7
Elliot Street.....	604	573	1,177	168	535	474	1,021	932	91	22	602	136	2	...	2	11	13	2	27
Fifteenth Avenue.....	991	908	1,899	278	816	805	1,750	1,600	91	4	385	223	8	...	3	19	19	3	43
Fourteenth Avenue.....	647	634	1,281	218	611	452	1,192	1,094	91	8	1,207	71	4	...	3	13	11	2	28
Garfield.....	819	825	1,644	216	796	632	1,448	1,315	90	8	801	450	...	...	3	16	15	2	35
Lawrence Street.....	42	47	89	23	66	...	66	56	83	9	202	...	...	...	2	9	...	...	2
Lincoln.....	439	394	833	116	412	305	757	691	91	3	1,332	22	...	2	2	9	...	1	21
Maple Avenue.....	507	438	945	203	558	184	902	812	90	7	624	54	1	...	3	13	6	3	21
Monmouth Street.....	463	448	911	150	446	315	797	722	90	6	818	34	1	...	2	11	8	1	22
Montgomery Street.....	415	473	888	152	432	304	740	661	89	3	932	242	...	2	9	8	2	20	20
Montgomery Street.....	854	855	1,709	205	939	565	1,457	1,336	91	7	1,944	290	9	...	3	20	15	3	39
Oliver Street.....	875	939	1,814	213	832	769	1,651	1,512	91	6	687	335	...	...	3	19	20	5	42
Ridge Street.....	400	346	746	99	337	310	669	608	90	8	523	116	...	1	2	7	8	1	18
Roseville Avenue.....	244	226	470	105	284	81	389	349	89	8	371	25	...	...	2	7	2	...	11
South Street.....	523	510	1,033	191	695	147	905	818	90	4	1,720	1,446	4	1	3	14	3	...	23
South Eighth Street.....	663	664	1,327	151	585	591	1,181	871	92	7	882	42	...	...	2	14	16	2	33
South Tenth Street.....	571	503	1,074	125	536	413	941	871	92	6	199	389	1	...	2	11	10	1	24
Speedway Avenue.....	213	170	383	94	289	...	310	286	92	...	477	22	1	...	2	7	...	...	9
Summer Avenue.....	506	537	1,043	83	493	467	906	821	90	6	202	201	...	2	9	11	1	...	22
Summer Place.....	211	205	416	77	261	78	342	305	89	1	2	...	...	2	5	2	...	...	9
Sussex Avenue.....	556	553	1,109	143	547	419	974	869	89	2	1,539	343	...	...	2	10	10	2	22
Washington Street.....	139	156	295	122	173	274	309	279	90	4	673	18	1	...	2	6	7	2	8
Washington Street.....	359	391	750	105	371	274	589	540	91	8	277	81	1	...	2	8	7	2	17
Waverly Avenue.....	466	391	857	153	474	230	745	677	90	9	216	34	...	...	2	10	6	1	18
Total Elementary Traditional	16,832	16,528	33,360	5,019	16,833	11,488	29,466	26,835	91	1	28,179	5,562	63	6	74	370	289	50	755

DAY SCHOOLS 1925-1926—Continued

NAME OF SCHOOL	Enrollment					Average enrollment	Average attendance	Per cent of attendance	No. who have not been absent or tardy during year	Times tardy	Number of sessions	Number suspended or expelled during year	Number of classes Teachers					
	Boys	Girls	Total	Kindergarten	Primary								Grammar	Special	Kindergarten	Primary	Grammar	Men	Women
ELEMENTARY PLATOON																		
Ann Street.....	1,194	1,113	2,307	254	1,212	841	1,896	90.5	13	2,234	4,528	...	...	3	28	20	9	54
Burnet Street.....	863	864	1,727	218	912	597	1,277	88.5	21	2,911	997	4	...	3	20	14	3	40
Central Avenue.....	660	680	1,340	142	610	588	1,187	92.9	33	1,136	821	5	...	2	14	4	32	33
Franklin.....	1,035	1,003	2,038	279	1,014	745	1,738	92.3	74	2,682	1,939	4	...	4	24	19	5	50
Hawkins Street.....	739	716	1,435	154	789	492	1,258	92.8	...	1,171	522	...	...	2	17	12	3	33
Hawthorne Avenue.....	1,292	1,170	2,462	276	1,040	1,146	2,260	90.7	44	2,425	317	2	...	3	23	28	4	58
Madison (Kdgs.—6th grade).....	635	631	1,266	174	750	342	1,135	1,010	89.1	1,419	774	...	...	2	17	9	5	34
Miller Street.....	948	930	1,878	177	798	903	1,581	1,438	90.8	2,264	327	9	...	2	16	22	3	45
Peshine Avenue.....	818	808	1,626	164	702	760	1,474	1,338	90.8	1,046	5	...	...	2	16	17	2	40
Robert Treat (Kdgs.—6th gr.).....	1,005	940	1,945	263	1,197	485	1,669	92.7	24	975	...	...	...	4	26	14	5	47
South Seventeenth Street.....	939	886	1,825	224	875	726	1,463	90.3	12	378	41	10	...	2	19	18	4	41
Warren Street.....	674	639	1,313	225	823	265	1,132	91.6	24	2,088	613	...	...	3	18	17	2	29
Total Elementary Platoon.....	10,822	10,340	21,162	2,550	10,722	7,890	17,025	91.	282	20,729	9,714	34	...	32	239	194	46	503
ELEMENTARY—ALL-YEAR																		
Belmont Avenue.....	991	977	1,968	259	1,092	617	1,435	91.2	...	2,264	390	6	1	2	21	16	3	42
Newton Street.....	1,056	951	2,007	390	988	629	1,620	90.2	...	3,652	995	6	1	5	22	15	2	46
Webster Street.....	865	845	1,710	301	859	550	1,332	94.5	21	2,006	214	7	1	3	17	15	4	35
Total Elementary—All-Year.....	2,912	2,773	5,685	950	2,939	1,796	4,156	91.8	21	7,922	1,599	19	3	10	60	46	9	123
ELEMENTARY—ALL-YEAR PLATOON																		
Abington Avenue.....	1,074	1,061	2,085	350	1,095	640	1,619	93.	4	3,227	1,362	...	...	4	23	15	6	44
Cleveland (Kdgs.—6th grade).....	558	571	1,129	189	665	275	816	91.6	3	924	64	11	...	2	12	8	5	30
Lafayette Street.....	1,225	1,218	2,443	340	1,184	919	1,876	91.	7	2,304	2,260	3	...	4	22	20	5	50
McKinley.....	1,281	1,275	2,556	529	1,338	689	2,137	1,981	92.7	5,802	3,981	13	1	6	31	18	4	62
Wilson Avenue.....	1,103	1,173	2,276	317	1,110	849	1,759	91.	21	1,457	589	...	...	4	25	20	5	52
Total All-Year Platoon.....	5,191	5,298	10,489	1,725	5,362	3,372	7,655	92.	40	13,714	8,256	27	1	20	113	81	25	238
Grand Total Elementary.....	35,757	34,539	70,296	10,244	35,906	24,546	55,671	91.2	902	70,544	25,131½	143	10	136	782	610	130	1,619

SPECIAL SCHOOLS													
<i>(Continuation)</i>													
Boys' Continuation.....	2,203	1,927	2,203	225	183	81.5	.....	.....	.....	.....	10	.....	1
Girls' Continuation.....	.....	.....	1,927	235	223	94.8	.....	.....	.....	.....	10	.....	12
Total Continuation.....	2,203	1,927	4,130	460	406	88.3	.....	.....	.....	.....	20	.....	13
<i>Ungraded</i>													
Adrian Avenue.....	16	.....	16	37	36	98.3	.....	.....	.....	.....	2	.....	2
Chestnut Street.....	37	.....	37	42	40	96.7	.....	.....	81	.....	.....	.....	2
South Tenth Street.....	42	.....	42	42	39	94.8	.....	.....	80	.....	.....	.....	1
Total Ungraded.....	95	.....	95	121	115	96.5	.....	.....	153 1/2	.....	.....	.....	2
<i>(Bemis)</i>													
Elizabeth Avenue Open Air.....	31	29	60	44	37	83.9	.....	.....	353	314 1/2	2	.....	3
School for the Deaf.....	57	3	95	82	73	89.7	.....	.....	.....	.....	.....	.....	6
<i>Blind</i>													
Robert Treat.....	4	3	7	7	6	92.6	.....	.....	.....	.....	.....	.....	2
Washington Street.....	10	6	16	14	12	90.9	.....	.....	3	.....	1	.....	2
Total Blind.....	14	9	23	21	18	91.5	.....	.....	.....	.....	2	.....	3
<i>Blind</i>													
Abington Avenue.....	30	7	37	36	32	89.	.....	.....	.....	.....	.....	.....	.....
Alveta Street.....	56	26	82	82	71	87.	.....	.....	228	59	2	.....	2
Coe's Place.....	94	28	122	122	108	88.6	.....	.....	552	709	5	.....	5
Eighteenth Avenue.....	43	36	79	91	81	89.7	.....	.....	2	93	.....	.....	8
Fifteenth Avenue.....	19	13	32	35	33	94.6	.....	.....	1	401	176	.....	7
McKinley.....	10	4	14	17	13	93.7	.....	.....	.....	108	36	.....	2
South Street.....	4	16	20	20	17	88.7	.....	.....	.....	50	1	.....	1
South Seventeenth Street.....	14	19	33	35	30	87.5	.....	.....	.....	18	.....	.....	1
State Street.....	79	48	127	126	111	88.5	.....	.....	121	.....	2	.....	2
Wickliffe Street.....	55	37	92	83	78	94.2	.....	.....	1,437	471	1	.....	9
Total Blind.....	404	234	638	647	577	89.6	.....	.....	5	4,490	1,618	2	42

DAY SCHOOLS 1925-1926—Continued

NAME OF SCHOOL	Enrollment					Average enrollment	Per cent of attendance	No. who have not been absent or tardy during year	Times tardy	Number of sessions truant	Number suspended or expelled during year	Number of classes				Teachers	
	Boys	Girls	Total	Kindergarten	Primary	Grammar						Special	Kindergarten	Primary	Grammar	Men	Women
<i>Crippled—All Year</i>												6				1	10
School for Crippled Children Annexes:	85	76	161				140	130	92.9	2							
Home for Crippled Children.....	56	50	106				28	28	100.			1					1
Newark City Hospital.....	14	6	20				25	23	91.6			1					1
Total Crippled.....	155	132	287				193	181	93.8	2		8				1	12
<i>Sight Conservation</i>												1					1
Eighteenth Avenue.....	6	6	12				14	13	89.	14		1					1
Webster Street.....	11	3	14				14	13	94.6	1		1					1
Total Sight Conservation.....	17	9	26				28	26	92.1	15		2					2
Total Special.....	2,976	2,378	5,354				1,596	1,433	90.2	7	6,139	91				16	93
SUMMARY																	
Senior High Schools.....	4,154	3,502	7,656		<i>High</i>		7,030	6,548	93.	218	14,267	3				157	144
Junior High Schools.....	1,261	1,324	2,585		7,656		1,265	2,215	94.4	39	289	8				32	56
Elementary Schools.....	35,757	34,939	70,696	10,244	<i>Prim'y</i>		61,035	55,671	91.2	902	70,544	10	136	782	610	130	1,619
Special Schools.....	2,976	2,378	5,354		35,906		1,596	1,433	90.2	7	6,139	4	91			16	93
Grand Total.....	44,148	42,143	86,291	10,244	<i>High</i>		72,007	65,867	91.5	1,166	92,549	158	101	782	643	*338	1,964
					8,976												
					<i>Prim'y</i>												
					35,906												
					<i>Special</i>												
					5,354												

* Includes supervisors and teachers of special subjects in various departments.

DAY SCHOOLS—1926-1927
TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

NAME OF SCHOOL	Enrollment				Average enrollment	Average attendance	Per cent of attendance	No. who have not been absent or tardy during year	Times tardy	Number of sessions	Number suspended or expelled during year	No. of Classes				Teachers	
	Boys	Girls	Total	Kindergarten	Primary	Grammar						Special	Kindergarten	Primary	Grammar	Men	Women
SENIOR HIGH																	
Barringer High.....	839	629	1,468		High		1,358	1,297	95.4	124	2,997	87				26	35
East Side C. & M. T. High.....	598	716	1,314		1,468		1,280	1,220	95.3	94	3,937					30	35
South Side High.....	1,126	713	1,839		1,314		1,695	1,612	95.1	60	3,246	387				29	43
West Side High.....	576	299	875		1,839		886	850	96.	49	1,541	137				22½	23
Total.....	3,139	2,357	5,496		5,496		5,219	4,979	95.4	327	11,721	611				107½	136
SENIOR HIGH—ALL-YEAR																	
Central C. & M. T. High.....	1,095	1,155	2,250		2,250		2,138	1,952	91.3		3,514					57	30
Total Senior High.....	4,234	3,512	6,746		7,746		7,357	6,931	94.1	327	15,235	611				164½	166
JUNIOR HIGH—PLATOON																	
Madison—7th and 8th grades.....	164	166	330			330	307	289	94.	3	621	11			9	1	10
Madison—9th grade.....	136	188	324		324		331	315	95.3	18	142	15				2	8
Total.....	300	354	654		324	330	638	604	94.7	21	763	26			9	3	18
Robert Treat—7th and 8th gr.....	168	175	343			343	338	324	95.6	18	56				10	2	9
Robert Treat—9th grade.....	101	130	231		231		219	207	94.8	12	44					1	9
Total Jr. H.S. Platoon.....	269	305	574		231	343	557	531	95.3	30	100				10	3	18
Total.....	569	659	1,228		555	673	1,195	1,135	95.	51	863	26			19	6	36
ALL-YEAR PLATOON																	
Cleveland—7th and 8th grades.....	255	285	540			540	432	403	93.4		280	36			12	1	11
Cleveland—9th grade.....	161	207	368			368	350	331	94.5		254	4				4	8
Total.....	416	492	908		368	540	782	734	93.9		534	36			12	5	19
Total Junior High.....	985	1,151	2,136		923	1,213	1,977	1,869	94.5	51	1,397	62			31	11	55
Total Senior High and Junior High 9th grade.....	4,632	4,037	8,669		8,669		8,257	7,784		357	15,675	626				171½	191

ELEMNTARY TRADITIONAL		738	735	1,473	189	596	688	1,332	1,218	91.4	59	645	34	1	1	2	13	15	3	31	
Alexander Street.....	805	1,608	225	782	756	1,406	1,286	91.4	17	860	5	4	4	3	17	16	2	37	2	37	
Avon Avenue.....	915	1,876	203	917	756	1,689	1,562	92.5	83	1,919	10	4	4	2	20	17	2	43	2	43	
Bergen Street.....	220	412	135	277	224	338	301	88.9	33	419	55	2	2	2	7	6	2	26	2	26	
Bruce Street.....	628	1,243	320	699	224	1,087	1,000	92	33	1,867	236	2	2	4	16	5	4	35	2	35	
Camden Street.....	718	1,502	290	617	595	1,291	1,174	91.9	13	1,264	50	1	4	2	10	5	4	35	2	35	
Charlton Street.....	376	748	115	441	192	588	530	90.2	3	810	117	4	4	2	10	5	4	35	2	35	
Chestnut Street.....	48	82	115	441	192	588	65	91.6	28	21	2	1	2	2	15	13	3	31	2	31	
Dayton Street.....	679	1,369	166	666	537	1,219	1,110	91.1	28	1,167	168	1	1	2	5	5	6	6	6	6	
Eighteenth Avenue.....	171	345	102	243	499	265	236	89.2	33	195	137	6	6	2	11	13	2	27	2	27	
Elizabeth Avenue.....	636	1,191	173	519	499	1,059	970	91.6	60	588	181	15	15	3	19	19	3	43	2	43	
Elliott Street.....	1,008	1,918	279	872	767	1,773	1,615	91.1	84	339	136	1	1	3	13	11	3	27	3	27	
Fifteenth Avenue.....	665	1,316	253	598	465	1,224	1,126	92	34	1,239	250	1	1	3	17	15	2	36	2	36	
Fourteenth Avenue.....	867	1,740	266	814	660	1,555	1,425	91.7	2	1,387	250	2	2	2	10	10	1	24	2	24	
Garfield.....	33	65	9	56	51	51	45	89	2	180	2	2	2	2	10	14	2	34	2	34	
Lawrence Street.....	503	985	144	450	391	873	815	93.3	23	1,141	13	1	1	3	16	14	2	24	2	24	
Lincoln.....	797	1,501	233	712	556	1,405	1,284	91.3	39	793	18	1	1	2	11	8	1	22	2	22	
Maple Avenue.....	492	466	78	132	462	344	783	713	91	19	951	9	4	4	2	9	8	2	19	2	19
Monmouth Street.....	364	403	130	398	239	695	618	88.9	12	1,590	174	14	14	3	20	15	4	38	2	38	
Montgomery Street.....	867	1,661	211	850	600	1,380	1,265	91.7	43	2,144	546	1	1	3	19	20	4	43	2	43	
Morton Street.....	861	1,817	234	812	771	1,662	1,538	92.6	48	498	532	3	3	1	2	7	8	1	17	2	17
Morton Street.....	392	746	93	334	319	672	615	91.5	15	605	47	1	1	2	7	2	2	2	2	2	
Ridge Street.....	272	516	115	318	83	416	369	88.8	5	493	36	2	2	1	12	2	1	12	2	12	
Roseville Avenue.....	512	1,024	195	714	115	871	780	89.5	9	2,073	705	5	5	1	3	14	3	23	2	23	
South Street.....	694	1,353	169	606	578	1,173	1,090	93.1	36	762	108	1	1	2	33	16	2	33	2	33	
South Eighth Street.....	523	1,026	127	509	390	899	835	92.9	70	113	398	1	1	2	10	11	1	24	2	24	
South Tenth Street.....	226	383	100	283	308	308	283	92	16	222	60	12	12	2	11	10	1	23	2	23	
Speedway Avenue.....	558	1,085	95	525	465	902	830	92	28	1,025	462	5	5	2	5	2	2	9	2	9	
Summer Avenue.....	214	411	68	265	78	338	307	90.9	6	219	276	4	4	2	10	10	2	22	2	22	
Summer Place.....	554	1,110	148	552	410	959	868	90.6	16	1,304	276	1	1	2	6	6	7	8	2	8	
Sussex Avenue.....	136	303	131	172	294	294	265	89.9	16	310	10	2	2	2	8	7	1	17	2	17	
Walnut Street.....	335	684	98	346	240	542	502	92.5	16	434	22	1	1	2	10	6	1	18	2	18	
Washington Street.....	465	869	165	491	213	761	698	91.8	29	225	2	2	2	2	10	6	1	18	2	18	
Waverly Avenue.....																					
Total Elementary Traditional	17,292	34,087	5,333	16,978	11,776	29,881	27,341	91.5	888	27,802	4,795	85	6	74	376	295	49	770			

DAY SCHOOLS 1926-1927—Continued

NAME OF SCHOOL	Enrollment					Average Enrollment	Average attendance	Per cent of attendance	No. who have not been absent or tardy during year	Times tardy	Number of sessions present	Number suspended or expelled during year	Number of Classes				Teachers			
	Boys	Girls	Total	Kindergarten	Primary								Grammar	Special	Kindergarten	Primary		Grammar	Men	Women
ELEMENTARY PLATOON																				
Ann Street.....	1,217	1,169	2,386	265	1,311	810	2,179	1,991	91.4	34	1,898	3,335	1	3	28	21	61	55		
Burnet Street.....	856	814	1,670	238	891	540	1,389	1,238	89.7	52	2,730	1,061	6	3	20	14	31	40		
Central Avenue.....	638	653	1,291	143	609	536	1,369	1,089	93.7	17	1,157	408	19	2	14	14	4	32		
Franklin.....	1,025	1,013	2,038	289	1,015	734	1,904	1,778	93.4	17	2,249	1,402	2	4	23	20	6	49		
Hawkins Street.....	720	646	1,366	152	762	452	1,212	1,115	92	21	2,249	1,366	2	2	17	12	21	35		
Hawthorne Avenue.....	1,156	1,097	2,253	239	1,074	940	2,014	1,845	91.6	21	2,096	57	2	3	24	24	4	55		
Madison (Kdg.—6th grade).....	606	640	1,246	177	721	348	1,014	1,011	90.8	12	2,071	493	7	2	18	20	3	44		
Miller Street.....	909	878	1,787	178	771	838	1,561	1,425	91.2	12	2,071	493	7	2	18	20	3	44		
Peshine Avenue.....	832	818	1,650	185	754	711	1,506	1,355	90.7	50	1,048	65	2	4	27	19	5	47		
Robert Treat (Kdg.—6th grade).....	973	973	1,946	273	1,161	512	1,706	1,580	93.1	50	1,048	65	2	4	27	19	5	47		
South Seventeenth Street.....	956	919	1,875	191	914	770	1,702	1,524	91.2	31	1,903	306	3	3	19	18	5	47		
Warren Street.....	640	582	1,222	217	764	241	1,047	968	92.4	31	1,903	306	3	3	17	7	3	26		
Total Elementary Platoon.....	10,528	10,202	20,730	2,547	10,747	7,436	18,457	16,930	91.7	476	18,414	7,336	42	32	241	87	49	497		
ELEMENTARY—ALL-YEAR																				
Belmont Avenue.....	982	932	1,914	237	1,073	604	1,494	1,368	91.6	6	1,882	276	11	1	2	21	16	3	42	
Newton Street.....	987	984	1,971	395	925	651	1,572	1,435	91.3	20	3,435	1,215	8	1	5	20	16	2	45	
Webster Street.....	806	827	1,633	282	769	582	1,283	1,223	95.3	20	1,502	45	10	1	3	16	15	3	35	
Total Elementary—All-Year.....	2,775	2,743	5,518	914	2,767	1,837	4,349	4,026	92.6	26	6,819	1,536	29	3	10	57	47	8	122	
ELEMENTARY—ALL-YEAR PLATOON																				
Albion Avenue.....	1,129	1,187	2,316	376	1,200	740	1,886	1,742	92.4	28	5,231	1,050	3	4	25	17	6	48		
Cleveland (Kdg.—6th grade).....	537	548	1,085	187	554	344	794	734	92.5	4	924	110	12	2	12	8	5	30		
Lafayette Street.....	1,142	1,170	2,312	364	1,147	801	1,772	1,670	91.4	4	2,416	1,176	1	4	22	20	5	49		
McKintee.....	1,213	1,244	2,457	520	1,277	660	2,059	1,929	93.7	34	5,009	1,503	10	1	6	28	18	4	59	
Wilson Avenue.....	1,150	1,191	2,341	300	1,067	974	1,740	1,599	91.9	1	1,851	237	1	3	24	21	4	52		
Total All-Year Platoon.....	5,171	5,340	10,511	1,747	4,245	3,519	8,251	7,624	92.4	66	15,431	4,076	26	1	19	111	84	24	238	
Grand Total Elementary.....	35,766	35,080	70,846	10,541	35,737	24,568	60,938	55,921	91.8	1,456	68,466	17,743	182	10	135	785	613	130	1,627	

SPECIAL SCHOOLS													
<i>Continuation</i>													
Boys' Continuation.....	2,242	2,036	2,242	228	193	84.7	1,443	10	11	1	10	11	1
Girls' Continuation.....	2,242	2,036	2,036	235	222	94.4	1,081	11	11	12	11	12	12
Total Continuation.....	2,242	2,036	4,278	463	415	89.6	2,524	21	21	13	21	13	13
<i>Ungraded</i>													
Arlington Avenue.....	39	39	39	61	60	97.5	1	1	1	3	1	1	3
Chestnut Street.....	42	42	42	36	35	96.1	146	1	1	2	1	1	2
South Tenth Street.....	43	43	43	43	42	96.6	131	2	2	2	2	2	2
Total Ungraded.....	124	124	124	140	137	96.9	531	5	5	7	5	3 $\frac{1}{2}$	7
<i>Anemic</i>													
Elizabeth Avenue Open Air.....	22	26	48	38	32	83.4	1	2	2	2	2	2	2
School for Deaf.....	55	31	86	84	76	90.7	217	1	1	10	1	10	13
<i>Blind</i>													
Robert Treat.....	4	3	7	6	5	91.6	3	1	1	1	1	1	1
Washington Street.....	14	4	18	14	12	91.3	1	1	1	2	1	2	2
Total Blind.....	18	7	25	20	17	91.4	3	1	2	3	2	3	3
<i>Binet</i>													
Abington Avenue.....	27	5	32	33	31	92.4	137	2	2	2	2	2	2
Alves Street.....	56	23	79	76	68	89.6	621	5	5	8	5	8	8
Coe's Place.....	86	33	119	124	111	89.7	659	7	7	1	7	1	1
Eighteenth Avenue.....	57	42	99	110	98	89.5	531	8	8	2	8	2	2
Fifteenth Avenue.....	19	13	32	33	29	90.1	14	2	2	2	2	2	2
McKinley.....	17	3	20	34	31	91.1	216	1	1	2	1	2	2
South Street.....	2	18	20	16	13	84	70	1	1	1	1	1	1
South Seventeenth Street.....	19	14	33	34	29	88.3	102	4	4	2	4	2	2
State Street.....	77	43	120	125	113	90.3	1,615	8	8	9	8	9	9
Wickliffe Street.....	62	37	99	88	84	95.7	366 $\frac{1}{2}$	1	1	5	1	5	5
Total Binet.....	422	231	653	673	607	90.6	4,475 $\frac{1}{2}$	9	9	42	2	42	43

DAY SCHOOLS 1926-1927—Continued

NAME OF SCHOOL	Enrollment				Average Enrollment	Average attendance	Per cent of attendance	No. who have not been absent or tardy during year	Times tardy	Number of sessions truant	Numbers suspended or expelled during year	Number of Classes				Teachers	
	Boys	Girls	Total	Kindergarten	Primary	Grammar						Special	Kindergarten	Primary	Grammar	Men	Women
<i>Crippled—All-Year</i> School for Crippled Children..... Annexes: Home for Crippled Children..... Newark City Hospital.....	88 51 11	85 35 7	173 86 18	.....	.....	.....	147 26 29	136 26 29	92.8 100. 98.6	.....	.....	6 1 1	.....	.....	.....	1 1 1	10 1 1
Total Crippled.....	150	127	277	.....	.....	.....	202	191	94.5	.....	.....	8	.....	.....	.....	1	12
<i>Sight Conservation</i> Eighteenth Avenue..... Webster Street.....	10 10	5 4	15 14	.....	.....	.....	14 14	12 14	86.3 95.3	..... 1	.....	1 1	.....	.....	.....	1 1	1 1
Total Sight Conservation.....	20	9	29	.....	.....	.....	28	26	91.2	1	.....	2	.....	.....	.....	2	2
Total Special.....	3,053	2,467	5,520	.....	.....	.....	1,648	1,501	91.2	12	9,751½	8	94	.....	.....	17½	95
SUMMARY																	
Senior High Schools.....	4,234	3,512	7,746	.....	High 7,746	.....	7,357	6,931	94.1	327	15,235	611	.....	.....	.....	164½	166
Junior High Schools.....	985	1,151	2,136	.....	923 Prim'y	1,213	1,977	1,869	94.5	51	1,397	62	6	.....	31	11	55
Elementary Schools.....	35,766	35,080	70,846	10,541	35,737	24,568	60,938	55,921	91.8	1,456	68,466	17,743	182	10	135	785	613
Special Schools.....	3,053	2,467	5,520	.....	.....	.....	1,648	1,501	91.2	12	9,751	8	94	.....	.....	17½	95
Grand Total.....	44,038	42,210	86,248	10,541	High 8,669 Prim'y 35,737 Special 5,520	25,781	71,920	66,222	92.1	1,846	92,849½	20,402	196	104	135	785	644
																734½	7,004

* Includes supervisor and teachers of special subjects in various departments.

SUMMER SCHOOLS—1926
TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

SCHOOL	Enrollment						Average enrollment	Average attendance	Per cent of attendance	Number of Classes			Teacher	
	Boys	Girls	Total	Enrollment						Kindergarten	Primary—Promotion	Grammar—Promotion	Men	Women
				Kindergarten	Primary	Grammar								
ELEMENTARY														
Alexander Street.....	248	171	419	.....	198	221	372	334	89.8	.....	5	7	2	11
Ann Street.....	478	482	960	74	540	346	868	801	92.3	1	15	10	3	27
Avon Ave.....	439	359	798	29	396	373	678	634	93.4	1	10	12	2	23
Bergen Street.....	301	257	558	.....	250	308	473	444	93.9	.....	5	9	3	12
Burnet Street.....	269	291	560	51	343	166	475	427	89.7	1	12	6	.....	17
Camden Street.....	327	313	640	97	421	122	585	529	90.5	1	8	4	.....	19
Central Avenue.....	260	238	498	67	220	211	469	432	91.6	1	5	7	.....	15
Charlton Street.....	247	309	556	53	209	294	454	427	91.4	1	6	8	4	16
Eighteenth Avenue.....	261	268	529	36	252	241	442	415	92.6	1	5	7	.....	11
Elliott Street.....	269	195	464	30	211	223	409	375	91.4	1	5	6	7	12
Fifteenth Avenue.....	329	278	607	33	313	261	511	463	90.5	1	7	7	1	15
Fourteenth Avenue.....	384	367	751	105	417	229	649	603	92.6	1	11	8	2	22
Franklin.....	538	539	1,077	115	577	385	905	817	89.1	1	14	5	3	28
Hawkins Street.....	212	208	420	45	243	132	342	291	84.5	1	5	12	1	11
Hawthorne Avenue.....	613	476	1,089	36	457	596	943	880	93.2	1	12	17	4	28
Miller Street.....	195	176	371	.....	175	196	318	299	94.1	.....	4	7	2	10
Monmouth Street.....	177	168	345	.....	198	147	311	291	93.7	.....	5	6	2	10
Monroe Street.....	265	227	492	25	269	198	430	391	90.7	1	7	6	2	13
Oliver Street.....	348	417	765	60	451	254	644	582	90.7	1	10	7	1	19
Robert Treat (Kdg.—6th grade).....	229	235	464	38	297	129	405	381	93.9	1	8	4	.....	14
South Eighth Street.....	249	230	479	35	245	199	407	371	90.4	1	6	6	.....	14
South Seventeenth Street.....	334	294	628	.....	283	345	542	494	91.2	.....	5	10	3	14
Sussex Avenue.....	263	209	472	.....	239	233	356	317	88.9	.....	5	6	1	11
Warren Street.....	221	230	451	49	297	105	389	352	90.3	1	8	3	2	12
Total Elementary.....	7,456	6,937	14,393	978	7,501	5,914	12,377	11,352	91.4	18	186	180	42	384

SUMMER SCHOOLS 1926—Continued

HIGH		659	392	1,051	High	999	956	95.7		28
Barringer High	698	365	1,063	1,063	1,063	999	960	96		26
South Side High										
Total Senior High	1,357	757	2,114	2,114	2,114	1,998	1,916	95.9		54
Robert Treat Junior High (7th, 8th and 9th grades)	111	128	239		183	56	206	95.7	2	6
Total Junior High	111	128	239		183	56	206	95.7	2	6
SUMMARY										
Senior High	1,357	757	2,114		High	1,998	1,916	95.9		54
Junior High	111	128	239		183	56	206	95.7	2	6
Elementary	7,456	6,937	14,393	978	Prim'y	12,377	11,352	91.4	18	42
Total	8,924	7,822	16,746	978	Prim'y High	14,590	13,474	92.5	18	102
					2,297				182	414

SUMMER SCHOOLS—1927
TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

SCHOOLS	Enrollment						Average enrollment	Average attendance	Per cent of Attendance	Number of Classes			Teachers	
	Boys	Girls	Total	Kindergarten	Primary	Grammar				Kindergarten	Primary—Promotion	Grammar—Promotion	Men	Women
ELEMENTARY														
Alexander Street.....	245	202	447	.....	210	237	400	372	92.9	.....	5	7	1	11
Ann Street.....	519	497	1,016	57	563	396	932	876	93.8	1	14	11	2	28
Avon Avenue.....	377	283	660	23	323	314	568	536	94.3	1	9	11	1	23
Bergen Street.....	297	227	524	.....	251	273	446	414	92.6	.....	6	9	2	14
Burnet Street.....	260	287	547	57	308	182	478	432	90.2	1	8	6	.....	17
Camden Street.....	357	325	682	103	451	128	614	570	92.9	1	10	4	2	16
Central Avenue.....	256	228	484	65	241	178	465	436	93.4	1	6	6	.....	15
Charlton Street.....	258	287	545	54	230	261	452	421	92.4	1	7	7	2	16
Eighteenth Avenue.....	276	263	539	32	258	249	457	422	91.4	1	6	6	.....	13
Elliot Street.....	266	190	456	37	225	194	406	380	93.2	1	7	9	1	12
Fifteenth Avenue.....	307	231	538	115	280	203	469	430	91.8	1	11	7	2	16
Fourteenth Avenue.....	436	433	869	.....	471	283	768	717	93.1	1	14	13	5	27
Franklin.....	546	551	1,097	95	590	412	894	825	92.7	1	5	3	2	23
Hawkins Street.....	152	140	292	28	171	93	252	226	89.7	1	13	18	5	29
Hawthorne Avenue.....	654	510	1,164	32	496	636	1,018	962	94.5	1	6	7	2	8
Miller Street.....	238	215	453	.....	224	229	411	392	95.5	.....	6	6	2	12
Monmouth Street.....	193	205	398	.....	253	145	344	317	91.9	.....	7	6	3	12
Morton Street.....	241	234	475	.....	234	216	402	374	93.1	1	7	6	2	17
Oliver Street.....	319	356	675	25	385	238	590	544	91.8	1	9	7	2	14
Robert Treat (Kdg.—6th Grade).....	243	275	518	52	374	113	468	439	94.	1	9	3	.....	15
South Eighth Street.....	292	258	550	41	262	247	456	426	92.9	1	7	7	1	18
South Seventeenth Street.....	372	350	722	41	307	247	630	592	94.	1	7	13	3	14
Sussex Avenue.....	288	264	552	54	247	251	445	390	87.3	.....	6	7	2	14
Warren Street.....	217	196	413	55	261	97	346	304	88.	1	6	2	1	12
Total Elementary.....	7,609	7,007	14,616	1,011	7,615	5,990	12,711	11,797	92.6	19	191	183	44	394

EVENING SCHOOLS—1925-1926
TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

NAME OF SCHOOL	Enrollment			Average enrollment	Average attendance	Per cent of attendance	Number of classes	Teachers	
	Boys	Girls	Total					Men	Women
ELEMENTARY									
Foreign Department									
Abington Avenue.....	50	3	53	34	27	78.4	2	.....	2
Bergen Street.....	179	133	312	187	145	77.7	7	.....	8
Central Avenue.....	102	30	132	97	88	90.6	3	1	2
Cleveland.....	134	62	196	154	122	79.4	6	1	5
East Side High.....	90	4	94	52	44	82.2	2	1	1
Franklin.....	104	22	126	72	61	83.9	3	1	2
Hawthorne Avenue.....	61	86	147	88	66	75.6	4	.....	4
Lafayette Street.....	230	28	258	158	119	75.	8	3	5
Morton Street.....	404	152	556	232	200	86.2	9	1	8
Robert Treat.....	52	32	84	75	61	81.	3	1	2
Total.....	1,406	552	1,958	1,149	933	81.9	47	9	39
English Department									
Abington Avenue.....	134	43	177	113	96	84.9	3	2	3
Central Avenue.....	213	76	289	112	103	91.8	3	4	2
Cleveland.....	168	58	226	146	137	93.8	3	4	2
East Side High.....	25	5	30	21	17	79.9	1	.....	1
Franklin.....	217	91	308	203	178	87.4	5	4	4
Hawthorne Avenue.....	180	146	326	128	96	74.9	3	3	2
Lafayette Street.....	83	4	87	87	79	89.7	1	3	1
Morton Street.....	246	101	347	289	254	87.9	3	5	1
Robert Treat.....	75	46	121	72	62	87.2	3	1	3
Total.....	1,341	570	1,911	1,171	1,022	87.2	25	26	19

HIGH SCHOOLS									
Barringer High.....	732	248	980	491	423	86.	....	25	7
Bergen Street.....	237	473	710	359	273	76	....	9	14
Central High.....	658	968	1,626	912	729	79	....	29	16
East Side High.....	360	428	788	504	415	82	....	30	10
Robert Treat.....	411	389	800	348	315	90	....	12	8
Total.....	2,398	2,506	4,904	2,614	2,155	83	....	95	55
VOCATIONAL									
Fawcett.....	1,215	1,005	2,220	1,345	1,194	91	....	31	16
Total.....	1,215	1,005	2,220	1,345	1,194	91	....	31	16
DEAF									
Lip-Reading Classes.....	5	14	19	17	13	76	....	....	3
AMERICANIZATION CLASS									
Charlton Street.....	....	50	50	38	35	91	1	....	1
Total.....	....	50	50	38	35	91	1	....	1
SUMMARY									
Elementary—Foreign.....	1,406	552	1,958	1,149	933	81	47	9	39
Elementary—English.....	1,341	570	1,911	1,171	1,022	87	25	26	19
Total Elementary.....	2,747	1,122	3,869	2,320	1,955	87	72	35	58
High Schools.....	2,398	2,506	4,904	2,614	2,155	83	....	95	55
Vocational.....	1,215	1,005	2,220	1,345	1,194	91	....	31	16
Lip-Reading Classes.....	5	14	19	17	13	76	....	....	3
Americanization.....	....	50	50	38	35	91	1	....	1
Grand Total.....	6,365	4,697	11,062	6,334	5,352	85	73	*164	*134

* Including 3 men supervisors and 1 woman supervisor.

EVENING SCHOOLS—1926-1927

TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

NAME OF SCHOOL	Enrollment			Average enrollment	Average attendance	Per cent of attendance	Number of classes	Teachers	
	Boys	Girls	Total					Men	Women
ELEMENTARY									
Foreign Department									
Abington Avenue.....	35	9	44	30	25	82.	1	---	1
Bergen Street.....	163	111	274	209	172	82.2	8	---	9
Central Avenue.....	106	37	143	97	87	89.7	3	---	2
Cleveland.....	155	45	200	179	153	85.4	6	1	5
East Side High.....	77	11	88	63	53	83.5	2	---	2
Franklin.....	83	23	106	78	68	87.	3	1	---
Hawthorne Avenue.....	93	79	172	111	90	81.	5	---	5
Lafayette Street.....	203	15	218	143	113	79.	6	1	5
Robert Treat.....	56	15	71	60	55	91.6	3	1	2
Total.....	971	345	1,316	970	816	83.9	37	5	33
AMERICANIZATION CLASSES									
Charlton Street.....	---	51	51	40	38	94.2	1	---	1
Jewish Neighborhood House.....	2	18	20	12	10	82.8	1	---	1
Morton Street.....	451	144	595	265	231	87.1	8	3	6
Total.....	453	213	666	317	279	87.8	10	3	8
Total Americanization and Foreign.....	1,424	558	1,982	1,287	1,095	85.8	47	8	41
English Department									
Abington Avenue.....	143	50	193	107	87	81.8	3	2	2
Central Avenue.....	208	89	297	101	95	83.9	2	2	1
Cleveland.....	174	59	233	125	111	88.4	2	2	1
Franklin.....	174	54	228	162	146	89.5	3	1	3
Hawthorne Avenue.....	124	57	181	81	60	74.3	1	1	1
Lafayette Street.....	92	1	93	73	67	92.4	1	1	1
Morton Street.....	223	102	325	236	216	91.3	3	2	2
Robert Treat.....	45	23	68	54	46	85.6	2	1	2
Total.....	1,183	435	1,618	939	828	88.1	17	12	13
Grand Total Elementary.....	2,607	993	3,600	2,226	1,923	86.5	64	20	54

HIGH SCHOOLS									
Barnes Accelerated Academic									
Academic High									
Bergen Street	158	258	416	878	535	463	88 3	25	5
Central High	420	559	979	272	272	225	82 8	6	5
East Side	159	225	384	574	483	84 2	15	7	7
Robert Treat	343	164	507	280	238	85 3	12	3	3
Total Academic High	1,080	1,206	2,286	1,353	1,155	85 3	41	16	16
Vocational High									
Bergen Street	45	170	215	96	79	82 4	2	4	4
Central High	180	302	482	279	248	88 7	8	5	5
East Side	275	180	455	294	250	85 1	9	6	6
Robert Treat	37	146	183	96	84	87 3	2	4	4
Total Vocational High	537	798	1,335	765	661	86 3	21	19	19
Total Academic and Vocational High	1,617	2,004	3,621	2,118	1,816	85 6	62	35	35
VOCATIONAL									
Fawcett	1,669	1,308	2,977	1,814	1,619	91 2	42	23	23
DEAF									
Lip-Reading Classes	7	9	16	11	8	75 4	3	3	3
SUMMARY									
Elementary—Americanization and Foreign	1,424	558	1,982	1,287	1,095	85 8	8	41	41
Elementary—English	1,183	435	1,618	939	828	88 1	17	13	13
Total Elementary	2,607	993	3,600	2,226	1,923	86 5	20	54	54
HIGH SCHOOLS									
Accredited Academic High	651	227	878	535	463	88 3	25	5	5
High Schools—Academic and Vocational	1,617	2,004	3,621	2,118	1,816	85 6	62	35	35
Vocational	1,669	1,308	2,977	1,814	1,619	91 2	42	23	23
Lip-Reading Classes	7	9	16	11	8	75 4	3	3	3
Grand Total	6,551	4,541	11,092	6,694	5,829	87 9	*152	*121	

*Including 3 men supervisors and 1 woman supervisor.

Comparative Evening School Statistics for the Last Five Years

Year	No. of teachers	Total enrollment	Average enrollment	Average attendance	Per cent of attendance
1923.....	313	12,100	6,647	5,552	84.
1924.....	326	13,632	7,260	6,103	84.2
1925.....	298	12,242	6,815	5,723	84.2
1926.....	298	11,062	6,334	5,352	85.2
1927.....	273	11,092	6,694	5,829	87.9

APPENDICES

I. SCHOOL SAVINGS BANKS

For the Year 1925-1926

JAMES E. DOUGAN

Assistant Superintendent of Schools

This is the first year since school banks were authorized that all schools having banks have used the automatic system. The automatic teller system is now installed in forty-six schools. The two schools that used the old method last year, Wilson Avenue and Cleveland Junior High are now using the automatic system.

Of the forty-six schools using the automatic tellers forty-three of them are cared for by the Security Savings Bank, one by the Ironbound Trust Company, one by the Dime Savings Bank, and one by the Mutal Bank of Roseville. Last year the Clinton Trust Company received the deposits from seven schools and the Liberty Trust Company from three, but the officers of these banks felt that the returns did not compensate them for the time and effort expended in collecting and recording the savings.

The Security Savings Bank bought the tellers from these banks and is now receiving the deposits. The theory that depository banks should be in the neighborhood of the schools has not worked as anticipated because many of the banks refused to handle the school savings. Those that did, afterwards found the work too burdensome for the reward.

There also has been some difficulty in getting the banks to keep detailed information for our records, with the result that reports coming from different banks vary in form and cannot be summarized. The entire problem would be much simplified if one bank cared for the deposits from all schools. Eventually this condition will obtain and should be the goal sought.

OLD STYLE SAVINGS BANKS

On July 1, 1925, there were \$932.69 credited to the schools that used the old style banks. These schools are now using the automatic tellers but there is, at this time, a balance credited

to the old account. This balance exists because some of the depositors have left school and cannot be located. The principals of these schools have endeavored to get in touch with these depositors through the school papers and by announcements at assemblies but they have not reached all of them. In all probability another year will see these accounts closed. A statement follows:

School	Balance July 1, 1925	Interest Credited	Withdrawn During Year	Balance July 1, 1926
Cleveland Jr.				
High	\$321.12	*	\$143.28	\$177.84
Wilson Avenue	611.57	15.01	427.91	198.67
Totals	\$932.69	\$ 15.01	\$571.19	\$376.51

*Detailed information not given by this bank.

Table I. 1926 (page 181), does not show the conditions as they really are in reference to the number of depositors. It does show the number of accounts but all depositors do not have accounts as accounts are not opened until the pupil fills his stamp card and deposits it in the bank. The number of accounts is extremely small and should be much larger. The amount deposited and the number of accounts opened are usually in proportion to the emphasis laid on the subject of thrift by the principals.

The balance at this time is \$103,963.82, of which 96% is deposited with the Security Savings Bank. It is also 32% greater than the balance of last year.

The number of accounts appears small in view of the large school enrollment, but it does not show the whole number participating in school savings, as previously explained.

COOPERATION OF DEPOSITORY BANKS

The Security Savings Bank has cooperated with the school system in every way possible. An expert on school savings was employed by this bank to visit the schools for the purpose of stimulating the interest of the pupils.

Forty-three of the schools were visited and two hundred ten addresses were made to the pupils. This bank has established a separate school savings department, with a director in charge. The reports are always completely and speedily made.

The other depository banks have only one school each, and although they are anxious to cooperate at all times, their facilities for doing the work involved are not as complete as those of the Security Trust Company. There has been some difficulty in getting the reports on time and in a way that the data could be summarized.

VANDALISM IN THE SCHOOLS

During the past year there has been much more vandalism than in previous years. Twenty-five schools were entered during the year. Seventeen were entered only once and the remaining eight were entered more than once, some of them as many as five times. The banks seem to be the objective of the culprits, but in some cases other articles were stolen. Many of the offenders have been taken into custody and some of them sent to reform institutions. Some were placed on probation after restitution was made.

Mr. John J. Hartford, special investigator for the Board of Education, in his report said, "It is not the actual amount taken that causes so much concern, it is the careless manner in which the culprits go about the schools and the condition they leave them in. In some cases paper was lighted causing considerable danger from fire, and in other cases desks were forced open. In one instance the boiler was tampered with and it was a miracle that the school was not blown up."

In order to reduce the temptation it is imperative that the depository banks make collections on the specified banking days so that no money will remain in the tellers over night. Principals should cooperate by having the banks used only on the days specified in the circular issued by the Superintendent of Schools.

In conclusion it may be said that much progress has been made in the number of accounts opened, the total amount deposited, and the net amount credited to the pupils, as well as in the manner of conducting school savings. There is much to be done, however, in extending the system to cover all the schools, and to conduct the school banks in such a way that maximum results may be obtained with a minimum of effort. Toward that end everyone will strive.

For the Year 1926-1927

The system of saving through the medium of automatic tellers has been established in nearly all of the large schools of the city and has given excellent results. While there have been some complaints about the machines being out of order and some because of irregular collections, these conditions have been only temporary and have been corrected promptly as soon as the complaints were transmitted to the depository banks. Complaints of this sort, however, have been fewer than in preceding years although the number of automatic tellers has been larger.

During the year tellers have been installed in six additional schools, making the total number of schools so equipped 52,

in comparison with 46 for last year. The Security Savings Bank acts as collecting agent and as depository for 50 schools. The Ironbound Trust Company, and the Mutual Bank of Roseville, care for the savings of the Lafayette Street School and the Garfield School, respectively. The Robert Treat Junior High School was previously served by the Dime Savings Bank, but because of the amount of work incident to the collection of the savings and the bookkeeping connected with it, this bank decided to withdraw the machine. This they did early in the year and in consequence this school was without a teller for the larger part of the school term. Arrangements have been made with the Security Savings Bank to equip this school with their machines.

The Security Savings Bank organized a school savings department, with experts in charge and has been very cooperative in the matter of installations, collections and reports, which facts account for the large number of schools served by this bank. The problem would be much simplified if one bank handled the savings from all schools, and, no doubt, this objective will eventually be attained.

SCHOOLS NOT EQUIPPED WITH TELLERS

There are at this time two of the larger schools and thirteen of the smaller schools without the automatic tellers. It is hoped that all of the larger schools will be so equipped during the coming year. Most of the smaller schools without banks are primary schools where deposits would be so small that the installation of tellers would not be practicable. The schools now without banks are:

Robert Treat Junior High	Chestnut St. Ungraded
Charlton Street	Coc's Place Binet
Roseville Avenue	Dayton Street
Speedway Avenue	Elizabeth Ave. Open Air
Alyea Street Binet	South Tenth St. Ungraded
Arlington Avenue Ungraded	State Street Binet
Bruce Street	Walnut Street
	Wickliffe Street Binet

The smaller schools not having tellers present a problem that is difficult to solve from the practical saving standpoint. Deposits would be so small that it would not pay to furnish machines and make collections. However, the pupils in these schools should have some contact with banks and the method of saving. In the case of the primary schools this contact will be received when the pupils get into the schools with higher grades, but in the case of the special schools where the enrollment is small it is doubtful if this contact will ever be received. Of course the subject of thrift is taught in these schools and the pupils are urged to save, but the opportunity actually to save

through the medium of the school is lacking. Possibly the only solution of the problem lies with the persons in charge of these schools, who should encourage the pupils to open bank accounts and to follow up their instructions at intervals so that interest in the subject will be sustained. An effort to put this practice into effect will be made during the coming year.

OLD STYLE BANKING PRACTICE

On June 30, 1926, there was still a balance of \$376.51 credited to the schools that formerly used the old style practice of collecting the money and depositing it to the credit of the school. Although the principals of these schools have endeavored to get in touch with the depositors by various means they have been unable to reach all of them. Probably the accounts will never be closed unless the principals are authorized to transfer this money to their school funds with the proviso that in case the depositors apply to the school for their money it must be paid out of the school fund. A statement follows:

School	Balance June 30, 1926	Interest Credited	Withdrawn during year	Balance June 30, 1927
Cleveland Jr. High..	\$177.82	\$ 0.00	\$ 9.72	\$168.12
Wilson Avenue.....	198	*25.48	13.25	210.90
Totals	\$376.51	\$25.48	\$22.97	\$379.02

* Includes \$6.75 credited for interest in arrears.

CUMULATIVE REPORT OF OLD STYLE BANKS

Total deposits to July 1, 1925.....	\$178,684.46
Total interest to July 1, 1927.....	1,562.08
Total receipts to July 1, 1927.....	\$180,246.54
Total withdrawals to July 1, 1927.....	179,867.52
Balance on hand July 1, 1927.....	\$379.02
Total number of depositors to July 1, 1925.....	21,473

A brief survey of Table I (1927) (page 182) shows a considerable gain in the balance on hand and also in the number of accounts now open. The aggregate balance for this year is \$42,348.40 larger than that of last year or a gain in the balance on hand of 41%. The number of accounts increased from 7,811 to 11,978 showing a gain of 4,167 or 53%. It must be remembered that the number of accounts does not represent the number of depositors. A depositor is one who deposits money in the automatic teller but he does not open an account with the bank until his stamp card is filled and taken to the bank. There is, therefore, no way of checking up the actual number of depositors, but it is safe to say that it is much greater than the number of accounts now open.

While the gain as shown by Table I (1927) (page 182) is very gratifying there is no reason why it should not be much greater. Schools of the same size and in the same section of the city vary widely in the amount saved. As a rule the deposits and the number of accounts are in direct proportion to the emphasis laid on the subject by the principals and teachers.

The following table shows a comparison of the number of schools with banks, amount of deposits, and the number of accounts for the past four years.

Year	Number of Schools	Total Deposits	Number of accounts
1924	43	\$ 83,874.30	4,167
1925	45	112,672.30	4,673
1926	46	166,197.38	7,807
1927	52	182,055.08	11,978

Table II, (page 183) is a cumulative report of the savings by the pupils from the time the first bank was opened in the East Side High School on March 1, 1915 to the present. It is incomplete as to the amount of interest credited and as to the number of accounts opened because some of the banks do not give the detailed information asked for. They are content to give only the amount deposited, the amount withdrawn, and the balance. Repeated requests have not been very productive.

The table shows that the sum of \$690,260.58 has been deposited and that the balance is \$145,925.68, 96% of which is deposited in the Security Savings Bank.

A comparison of balances by years follows:

Year	Balance	Increase
1925	\$ 70,935.64	.....
1926	103,577.28	32%
1927	145,925.68	41%

A perusal of Table III (page 184) shows the following salient facts:

I. The average deposit of high school pupils decreased 53 cents from the average deposit of last year.

II. The average deposit of elementary school pupils increased 8 cents over last year.

III. Twenty-five of the elementary schools showed increases in the average deposit over that of last year.

IV. Twenty-two of the elementary schools showed decreases in the average deposit.

V. Of the high schools, Barringer showed a decrease of 88 cents per pupil. Central High had a decrease of 40 cents per pupil while the other high schools had slight gains.

VI. Of the elementary schools, the School for Crippled Children had the largest average deposit (\$10.97). This a gain of \$8.12 per pupil. Fifteenth Avenue School had the smallest average deposit (\$.001). In the latter case the machines were out of repair for the larger part of the school year, thereby diminishing the deposits.

VII. For the entire city the average deposit increased 2 cents.

The differences in average deposits are so wide, particularly in districts where economic conditions are similar, that the following conclusions are reached:

Children will save if the matter is constantly called to their attention. The amount saved is generally in direct proportion to the amount of emphasis put on the subject of saving.

In schools where there has been a change of principals, the amount saved changes with the efforts of principal and teachers.

The amount saved could be doubled or even tripled without any apparent sacrifice on the part of the pupils.

COOPERATION OF DEPOSITORY BANKS

The Security Savings Bank now receives the deposits of 50 schools. This bank has cooperated with the schools and with this office in every way possible.

Other depository banks have been very cooperative, but because of the small volume of business they are not in a position to go into the subject as thoroughly.

VANDALISM IN THE SCHOOLS

As in former years the banking machines in the schools are a source of temptation to those who are looking for an opportunity to steal. Fifteen schools were entered during the year and in practically all cases nothing but the banks was disturbed.

By the excellent work of Mr. John J. Hartford, Special Investigator for the Board of Education, these thefts have been greatly reduced. In the preceding year twenty-five schools were entered and in nearly all cases the offenders were caught and punished.

There seems to be no way to entirely eliminate this nuisance but it may be reduced to a minimum if the depository banks make collections every day so that no money will remain in the tellers over night. Special banking days are assigned to the schools and collections should be made on these days.

In conclusion it may be said that much progress has been made in the matter of gross deposits, the number of accounts opened, the net savings of pupils, and also in the methods of conducting school banks. However, there is much to be done, and during the coming year an effort will be made to equip all the schools with banks and to further improve the system of conducting school savings.



ARLINGTON AVENUE UNGRADED SCHOOL IS IDEAL FOR THE TYPE OF WORK
IT TRIES TO DO. TWO LIKE IT ARE RECOMMENDED.

TABLE I (1926)—SUMMARY OF SCHOOL SAVINGS BANKS WITH AUTOMATIC TELLERS

STATISTICS OF SCHOOL SAVINGS BANKS

BANKS	Balance July 1, 1925	Deposited during year	Interest credited during year	Withdrawn during year	Balance July 1, 1926	Number of accounts July 1, 1925	Accounts opened during year	Accounts closed during year	Number of accounts July 1, 1926	Number of inactive accounts	Number of schools using this bank
Security.....	\$65,265.98	\$161,737.90	\$1,449.48	\$128,452.65	\$100,000.71	4,452	4,973	1,843	7,582	1,937	43
Dime.....	1,002.07	1,904.18	*	1,899.06	1,007.19	146	20	34	132	*	1
Ironbound.....	1,747.60	2,050.35	47.73	1,580.90	2,264.78	75	31	13	93	24	1
Mutual.....	353.30	504.95	*	543.62	314.63	*	*	*	*	*	1
Clinton.....	*	0.00	0	*	0.00	*	0	*	0	0	0
Liberty.....	1,634.00	0.00	0	1,634.00	0.00	*	0	*	0	0	0
Total.....	\$70,002.95	\$166,197.38	\$1,497.21	\$134,110.23	\$103,587.31	4,673	5,024	1,890	7,807	1,961*	46
OldStyle Banks.....	932.69	0	15.01	571.19	376.51	*	0	*	*	*	0
Grand Total.....	\$70,935.64	\$166,197.38	\$1,512.22	\$134,681.42	\$103,963.82	4,673	5,024	1,890	7,807	1,961	46

*Detailed information not given.

TABLE I (1927)—SUMMARY OF SCHOOL SAVINGS BANKS WITH AUTOMATIC TELLERS

BANKS	Balance July 1, 1926	Deposited during year	Interest credited during year	Withdrawn during year	Balance July 1, 1927	Number of accounts July 1, 1926	Accounts opened during year	Accounts closed during year	Number of accounts July 1, 1927	Number of inactive accounts	Number of schools using this bank
Security.....	\$99,614.17	\$174,094.75	\$3,450.48	\$137,059.18	\$140,100.22	7,586	6,468	2,352	11,702	2,562	50
Dime.....	1,007.10	0	0	1,007.10	0	132	0	132	0	0	0
Ironbound.....	2,204.78	7,524.48	50.03	4,732.37	5,106.91	93	226	43	276	28	1
Mutual.....	314.63	435.88	*	410.98	339.53	*	*	*	*	*	1
Total.....	\$103,200.77	\$182,055.08	\$3,500.53	\$143,209.72	\$145,546.66	7,811	6,694	2,527	11,978	2,590	52
Old Style Banks.....	376.51	0	25.48	22.97	379.02	*	0	*	*	*	0
Grand Total.....	\$103,577.28	\$182,055.08	\$3,526.01	\$143,232.69	\$145,925.68	7,811	6,694	2,527	11,978	2,590	52

* Detailed information not given.

TABLE II—CUMULATIVE REPORT OF SAVINGS JUNE 30, 1927

BANKS Automatic Tellers	Amount deposited to date	Interest credited to date	Total amount credited to date	Amount withdrawn to date	Balance at date	Number of accounts opened to date	Number of accounts closed to date	Number of accounts at date
Security.....	\$465,646.81	\$7,018.40 *	\$472,665.21	\$332,564.99	\$140,100.22	17,562	5,864	11,702
Dime.....	8,282.61	117.33 *	8,282.61	8,282.61	0	Service	discontinued	276
Ironbound.....	11,946.19		12,063.52	6,956.61	5,106.91	408 *	132 *	*
Mutual.....	2,405.83		2,405.83	2,066.30	339.53	Service	discontinued	
Clinton.....	18,419.73		18,419.73	18,419.73	0	Service	discontinued	
Liberty.....	4,874.95		4,874.95	4,874.95	0	Service	discontinued	
Total.....	\$511,576.12	\$7,135.73	\$518,711.85	\$373,165.19	\$145,546.66	17,970 *	5,996 *	11,978 *
All Schools—Old Method.....	178,684.46	1,532.08	180,246.54	179,867.52	379.02			
Grand Total.....	\$690,260.58	\$8,697.81	\$698,958.39	\$553,032.71	\$145,925.68	17,970	5,996	11,978

* Detailed information not given.

TABLE III—1926 AND 1927

The following table shows the total enrollment of schools having banks, the amount deposited, and the average amount per pupil:

SCHOOL	Total Enrollment	Amount Deposited	Average Deposit Per Pupil 1927	Average Deposit Per Pupil 1926
Barringer High.....	1,468	\$2,694.53	\$1.84	\$2.72
Central High.....	2,250	6,990.58	3.11	3.51
East Side High.....	1,314	1,238.25	.94	.92
South Side High.....	1,839	437.63	.24	.14
West Side High.....	875	272.53	.31	.....
Total High.....	7,746	\$11,633.52	\$1.50	\$2.03
Abington Avenue.....	2,316	14,464.64	6.25	2.55
Alexander Street.....	1,473	1,985.16	1.35	.....
Ann Street.....	2,386	3,146.58	1.32	1.71
Avon Avenue.....	1,608	2,813.66	1.75	.13
Belmont Avenue.....	1,914	1,975.28	1.03	.....
Bergen Street.....	1,876	1,655.15	.88	.94
Boys' Continuation.....	2,242	2,648.94	1.18	.66
Burnet Street.....	1,670	6,266.04	3.75	3.65
Camden Street.....	1,243	2,230.49	1.79	2.76
Central Avenue.....	1,291	8,632.11	6.69	.96
Chestnut Street.....	748	3,743.14	5.00	2.57
Cleveland.....	1,993	1,404.77	.71	.80
Crippled Children.....	173	1,877.93	10.97	2.85
Eighteenth Avenue.....	1,369	1,666.57	1.22	1.74
Elliott Street.....	1,191	1,879.18	1.58	2.42
Elizabeth Avenue.....	345	137.63	.40	.43
Fifteenth Avenue.....	1,918	2.02	.001	.....
Fourteenth Avenue.....	1,316	875.24	.67	.70
Franklin.....	2,038	14,312.00	7.02	5.92
Garfield.....	1,740	435.88	.25	.31
Girls' Continuation.....	2,036	5,082.44	2.49	1.09
Hawkins Street.....	1,366	2,462.30	1.80	.....
Hawthorne Avenue.....	2,253	1,117.22	.50	.91
Lafayette Street.....	2,312	7,524.45	3.25	.84
Lincoln.....	985	5,230.09	5.31	.....
Madison.....	1,900	1,329.93	.70	.99
McKinley.....	2,457	4,453.18	3.06	1.43
Miller Street.....	1,787	4,430.25	2.47	15.76
Monmouth Street.....	958	4,712.44	4.92	5.55
Montgomery Street.....	767	934.40	1.22	2.33
Morton Street.....	1,661	8,261.83	4.97	7.94
Newton Street.....	1,971	1,716.77	.87	1.19
Oliver Street.....	1,817	961.28	.53	.....
Peshine Avenue.....	1,650	1,228.10	1.11	.51
Ridge Street.....	746	3,715.14	4.98	5.65
South Street.....	1,024	8,597.77	8.40	4.06
South 8th Street.....	1,353	553.74	.41	.32
South 17th Street.....	1,875	9,304.84	4.96	2.80
South 10th Street.....	1,026	997.13	.97	11.81
Summer Avenue.....	1,085	5,702.46	5.26	2.84
Summer Place.....	411	1,769.78	4.31	3.79
Sussex Avenue.....	1,110	1,038.14	.94	1.43
Warren Street.....	1,222	2,030.50	1.66	1.91
Washington Street.....	684	222.40	.33	.32
Waverly Avenue.....	869	4,401.12	5.06	4.15
Webster Street.....	1,633	4,560.06	2.79	2.94
Wilson Avenue.....	2,341	5,931.39	2.53	5.32
Total Elementary.....	70,149	\$170,421.56	\$2.43	\$2.35
Grand Total.....	77,895	\$182,055.08	\$2.34	\$2.32

II. TEXT BOOKS IN THE SCHOOLS 1925-1926 and 1926-1927

JAMES E. DOUGAN
Assistant Superintendent of Schools

The following tables present a summary of the data exhibited in the tables appended to this report: (See pages 191-198.)

TABLE A—TEXT BOOKS IN THE SCHOOLS

	Number of Books		Decrease	Percent increase or decrease in		Books per pupil (on average enrollment)	
	1926	1927		No. of Books	No. of Pupils	1926	1927
Day Elementary.....	650,085	655,375	*5,290	*.81	1.28	11.26	11.44
Day High.....	139,253	147,967	*8,714	*6.26	*.07	16.85	17.92
Evening Elementary..	13,149	12,291	858	6.53	1.66	5.51	6.18
Evening High.....	7,566	8,428	*862	*11.39	*1.92	2.98	2.78
Total.....	810,053	824,061	*14,008	*1.73	.90	11.37	11.67

*Denotes increase.

TABLE B—PER CENT OF INCREASE (OR DECREASE) IN TEXT BOOKS FOR FIVE YEARS

	1923	1924	1925	1926	1927
Day Elementary.....	1.30	2.35	.10	.80	*.81
Day High.....	*5.00	*1.87	*.12	.68	*6.26
Junior College.....	.....	100.00	.....	.....	.....
Evening Elementary.....	.59	9.64	*9.57	3.37	6.53
Evening High.....	11.07	*.20	8.20	8.20	*11.39
Total.....	.23	2.17	*.05	.37	*1.73

*Denotes increase.

TABLE C—NUMBER OF BOOKS PER PUPIL FOR PAST FIVE YEARS

	1923	1924	1925	1926	1927
*Day Elementary.....	11.59	11.16	11.42	11.26	11.44
Day High.....	17.49	17.03	16.63	16.85	17.92
Junior College.....	.....	.....	.....	.....	.....
**Evening Elementary.....	5.29	4.36	5.54	5.51	6.18
Evening High.....	1.78	1.76	1.63	2.98	2.78
Total.....	11.47	10.94	11.20	11.37	11.67

* Excludes kindergarten.

** Evening schools frequently use day school books.

TABLE D—BOOKS PER PUPIL ACCORDING TO SIZE AND GRADE OF SCHOOLS*Grammar Schools*

*Average enrollment	No. of Schools	Books per pupil		Range 1926	Range 1927
	1926-27	1926	1927		
2000 and over.....	1	7.86	9.95	7.86	9.95
1500 — 2000.....	11	10.28	10.35	8.98-11.70	8.43-12.42
1000 — 1500.....	19	11.28	11.62	7.91-14.92	6.57-15.18
Under 1000.....	9	14.08	13.96	9.97-17.49	9.85-19.31

Primary Schools

Including 7th grade	1	10.31	15.73	6.18-14.64	15.73
Including 6th grade	5	10.78	10.78	7.33-15.27	8.18-15.26
Including 5th grade	1	8.01	8.89	8.01	8.89
All other Primary	6	10.59	10.84	7.33-17.85	8.15-17.65

*Not including kindergarten.

Visiting of Orders—The usual custom of visiting orders for text books and educational supplies has resulted in a considerable saving to the Board of Education. This saving has been effected by transferring books not used in one school to another one that can use them to good advantage, and by a careful perusal of orders for new books. Text books and educational supplies are eliminated from the orders only after the enrollment and inventory figures show conclusively that the instruction will not be hampered. A summary follows:

	1925-26	1926-27
Number of books approved.....	73,482	69,629
Number of books not approved.....	17,953	9,596
Number of miscellaneous items not approved.....	174	41
Value of books not approved.....	\$12,719.98	\$5,380.58
Value of miscellaneous items not approved.....	\$ 1,354.90	\$ 862.74
Value of all supplies not approved.....	\$14,074.88	\$6,243.32

In comparison with 1925-26, there were 3,873 fewer books approved and 8,357 fewer books not approved, or orders from the schools called for 12,230 fewer books than they did during the preceding year. This condition may be accounted for because of the fact that no books other than emergency orders, were bought during the months of January, February and March.

The following table shows the amount spent on text books, together with other relative data:

	1926
Amount requested in budget for text books.....	\$101,196.00
Amount allowed in budget for text books.....	81,196.00
Cost of new text books.....	62,215.40
Cost of rebinding text books.....	10,172.53
Total cost of text books.....	72,387.93
Average daily enrollment excluding kindergarten.....	65,702
Number of books bought.....	69,629
Average cost of text books.....	.894
Average number of books bought per pupil.....	1.06

The foregoing figures reveal these facts:

1. The amount originally requested for text books was reduced \$20,000 by the Board of School Estimate.
2. In round numbers only one new book is bought for each pupil in a year.
3. The average cost of a text book is \$.894.

Circulating Library

	1925-26	1926-27
Number of volumes in library.....	4,391	5,031
Increase over previous year.....	630	640
Number of sets (approximately 50 books in set).....	87	100
Number of sets used.....	68	75
Number of volumes used.....	2,923	3,552
Number of sets not used.....	19	25
Number of volumes not used.....	1,468	1,479
Number of schools using library.....	21	23

Number of sets used during the last five years:

Year	No. of Sets Used	No. of Volumes Used
1923	34	1,570
1924	15	603
1925	25	1,072
1926	68	2,923
1927	75	3,552

The increased use of the circulating library has resulted in a considerable saving to the Board of Education. It also increases the variety of reading material for the grades. Books are loaned for a period of five weeks and are sent to the schools immediately after the request is made. Some of the titles are very old and should be replaced by newer ones as there has been no call for them for some years.

Up to this year (1926-27) the circulating library has been used by only the grammar schools, but this year a number of titles have been put on the high school list. It is, therefore, too early to determine what the demand for them will be.

Transfers—The following is the number of books transferred from schools where they were not used to schools where they could be used to advantage:

	1925-26	1926-27
Number of books transferred.....	9,033	10,630
Value of books transferred.....	\$6,774.75	\$7,972.50

The saving effected is apparent, as otherwise new books would have to be supplied.

Books Not in Use—At the end of the year schools are requested to report the number and titles of books not used during the year. The following is the number of books not in use:

1925-1926	22,778
1926-1927	34,760

The schools reporting the largest number of books not in use are.

1925-26		1926-27	
Barringer High.....	5,754	Barringer High.....	5,098
Robert Treat Jr. High....	1,966	East Side High.....	1,752
Hawkins Street.....	1,573	Robert Treat Jr. High	2,405
Ann Street.....	1,505	Ann Street.....	1,801
Franklin Evening.....	1,225		

In most cases there is a logical reason for a considerable number of books not being used. In the high schools, frequent changes in the course of study make it impossible to use old books. At the East Side High School the teaching of German has been discontinued, thereby leaving a number of German books on the shelves. Many of these have been transferred to other high schools and the remainder will be as soon as there is a call for them.

At the Robert Treat Junior High School, there is a large number of out-of-date history, arithmetic, and music books, some of them at least twenty-five years old. The progress made in the building of modern text books has been so great that most of these books are now obsolete and should be discarded. The same conditions prevail at the Ann Street School.

In the case of Hawkins Street School, there was a consolidation with South Market Street School and the books from both schools were available for use. The Franklin Evening High School was transferred to Barringer, thus decreasing the enrollment. All the high school books were transferred to Barringer Evening High School but there was a decrease in the enrollment of the evening elementary school, which left a number of books that could not be used.

Rebound Books

	1926	1927
Number of books rebound.....	32,040	25,136
Cost of rebinding.....	\$14,805.33	\$10,172.53
Approximate original cost of rebound books	\$32,900.70	\$21,454.79
Number of library books rebound.....	802	321
Cost of rebinding library books.....	\$526.92	\$204.84
Approximate original cost of library books	\$1,082.70	\$433.35
Percentage of rebound books returned to the schools.....	59%	64%
Difference in cost of rebinding and in price of same books if bought new.....	\$18,651.15	\$11,282.26

The saving is much greater than is apparent as a rebound book generally lasts longer than one in its original binding. Small inexpensive books such as those used in the first and second grades are not rebound. Books taken off the approved lists are not rebound unless there is specific request by the principal to have them done.

There has been some difference of opinion as to the economy in having books rebound but the foregoing figures speak for themselves.

BOOKS LOST AND FOUND

<i>Books Lost</i>					
	1923	1924	1925	1926	1927
Day Elementary.....	24,198	24,450	20,426	19,111	20,872
Day High.....	7,774	13,981	16,501	6,901	7,572
Evening Elementary.....	629	1,197	507	1,020	746
Evening High.....	426	343	433	1,377	463
Total.....	33,027	39,971	37,867	28,409	29,653
<i>Books Found</i>					
	1923	1924	1925	1926	1927
Day Elementary.....	7,188	7,599	6,511	4,588	5,771
Day High.....	1,103	1,540	2,230	1,900	1,113
Evening Elementary.....	87	76	112	527	131
Evening High.....	55	15	81	27	315
Total.....	8,433	9,230	8,934	7,042	7,330

The number of books lost and found is practically the same for the past two years, although the figures show an improvement over the preceding years. It is a difficult matter to reduce the number of books lost and found particularly in the school buildings of the older type. These buildings are not provided with book rooms and books are stored in many different closets. In the newer buildings where book rooms are provided the loss is generally less.

Many books are paid for by the pupils losing them, and a number are destroyed by the medical department because of exposure to contagious diseases. The net loss may be obtained from the following figures.

	1925-26	1926-27
Total number of books lost.....	28,409	29,653
Books found.....	7,042	7,330
Books paid for.....	3,957	4,119
Destroyed because of contagion.....	1,380	1,310
Net loss.....	16,030	16,894

Conclusion

In presenting this report the aim has been to show the exact conditions as they were during the school years 1925-26 and 1926-1927. The 824,061 books represent an investment of approximately \$618,045.00. In order to maintain the highest efficiency in the schools, these books must be kept in a usable condition. Three times a year books are sent to be rebound and twice a year worthless books are discarded. New books may be ordered by the principals at the beginning of each

month. Books are transferred from school to school at any time during the year provided they can be used to better advantage in the school to which they are transferred.

During the past two years orders have been curtailed because of economic reasons and in consequence many books have been used that otherwise would have been discarded. It is doubtful if the number of books can be reduced to any great extent. Approximately 11 books per pupil is not excessive when comparisons are made with other large cities. By eliminating the books not in use this figure may be reduced to 10.5 but further reductions will be harmful to the proper administration of the schools. Frequent visits were made to the schools for the purpose of inspecting the books and to supervise the method of distributing and storing. In all cases books and supplies were well stored and economically used.

STATISTICS OF TEXT BOOKS IN THE SCHOOLS
TABLE I (1926) INVENTORIES BY SUBJECTS, DAY ELEMENTARY AND EVENING SCHOOLS

SUBJECT	Day Elementary Schools						Evening Schools			
	No. or Books	Decrease over 1925	Per cent decrease	Books Lost	Books burned, found and paid for	Net Loss	Per cent Net Loss	No. of Books	Net No. of Books Lost	Per cent Net Loss
Reading:										
1st Grade.....	43,372	*1,919	*4.42	2,008	318	1,690	3.90	21	25	119.05
2nd Grade.....	37,852	107	.29	1,669	436	1,233	3.26	281	*89	*3.20
3rd Grade.....	37,516	522	1.39	1,168	333	835	2.23	421	*80	*19.00
4th Grade.....	46,864	1,512	*3.22	1,127	117	1,010	2.11	607	*1	*.16
5th Grade.....	59,545	*1,085	*1.82	1,289	320	969	1.63	1,179	12	1.02
6th Grade.....	28,846	334	*1.15	575	172	403	1.40	642	46	7.17
7th Grade.....	28,080	*630	*2.24	392	93	299	1.06	516	16	3.10
8th Grade.....	22,414	*68	*.30	257	139	118	.53	389	63	16.20
Civics.....	6,776	77	*1.13	85	13	72	1.06	425	*13	*3.06
Cooking.....	866	*116	*13.39	10	2	8	.92	22	14	63.64
Drawing.....	6,895	*42	*.69	195	32	163	2.39	454	18	3.96
Geography.....	42,890	248	.57	1,458	268	1,190	2.70	999	289	31.79
History.....	46,659	*1,096	*2.34	1,637	284	1,353	2.90	982	18	3.74
Language.....	25,763	*1,224	*4.75	717	232	485	1.11	482	34	5.69
Mathematics.....	48,135	261	.52	1,795	415	1,380	2.87	598	1	2.13
Music.....	85,099	7,413	8.71	2,055	1,080	975	1.15	47	1	2.13
Penmanship.....	7,291	2,826	38.75	534	25	509	6.98	34	1	1.47
Physiology and Hygiene.....	11,069	*192	*1.74	141	29	112	1.00	68	1	1.47
Science.....	1,433	33	*2.30	39	5	34	2.37	.....	.....	.....
Speech Improvement.....	14	*3	*21.50	.....	.....	.....	.....	.....	.....	.....
Spelling.....	26,740	*599	*2.24	934	42	892	3.34	451	*77	*17.07
Miscellaneous.....	17,157	*345	*2.01	635	61	574	3.35	8	.....	.....
Teachers' Use.....	14,418	*150	*1.04	391	142	249	1.72	3	.....	.....
Circulating.....	4,391	*630	*14.34	.....	.....	.....	.....	.....	.....	.....
Total Elementary.....	650,085	5,204	.80	19,111	4,588	14,523	2.23	7,557	357	4.72
High School.....	139,253	947	.68	6,901	1,900	5,001	3.59	.....	.....	.....
Evening Elementary.....	13,149	459	3.37	1,122	541	581	4.42	5,201	136	2.07
Evening High.....	7,566	*3,590	*90.29	1,275	13	1,262	1.02	7,957	1,350	17.41
Total.....	810,053	3,020	.37	28,409	7,042	21,367	2.64	20,715	1,843	8.78

*Increase.
**Found.

The above table represents a summary of books by subjects and contains both day and evening schools. The increase in the number of reading books was caused by added emphasis on this subject. The greatest decrease was in the number of music books, caused by the organization of platoon schools where, as a rule, all the music is taught in one or two rooms.

TABLE I (1927) INVENTORIES BY SUBJECTS, DAY ELEMENTARY AND EVENING SCHOOLS

SUBJECT	Day Elementary Schools					Evening Schools		
	No. of Books	Decrease over 1926	Per cent decrease	Books Lost	Books Found	Loss not including paid for or burned	Per cent Loss	No. of Books
Reading:								
1st Grade.....	45,440	*2,068	*4.77	2,379	488	1,891	4.16	21
2nd Grade.....	38,844	*992	*2.62	1,669	615	1,054	2.71	11
3rd Grade.....	38,234	*718	*1.91	1,216	496	720	1.88	54
4th Grade.....	45,313	1,551	3.31	1,032	349	683	1.51	706
5th Grade.....	59,307	238	3.40	1,360	336	1,024	1.73	735
6th Grade.....	28,451	305	1.37	624	257	367	1.29	156
7th Grade.....	28,781	*701	*2.50	437	78	359	1.25	43
8th Grade.....	23,251	*837	*3.73	419	143	276	1.19	74
Civics.....	6,725	51	*.75	122	60	62	.92	37
Cooking.....	900	*34	*3.93	17	68	**51	5.67	0
Drawing.....	6,727	168	2.44	165	34	131	1.95	22
Geography.....	41,971	919	2.14	1,869	575	1,294	3.08	495
History.....	46,054	605	1.30	1,884	224	1,660	3.60	49
Language.....	26,196	*433	*1.68	744	165	579	2.21	593
Mathematics.....	48,053	82	.17	1,411	408	1,003	2.09	620
Music.....	79,484	5,615	*6.60	2,315	767	1,548	1.95	34
Penmanship.....	12,664	*5,373	*73.69	329	131	198	1.56	16
Physiology and Hygiene.....	11,295	*226	*2.04	249	32	217	1.92	126
Science.....	1,388	45	*3.14	61	45	16	1.15	1
Speech Improvement.....	105	*91	*86.50	988	214	774	2.83	14
Spelling.....	27,364	*624	*2.33	696	123	573	3.18	8
Medical Hygiene.....	18,023	*866	*5.05	886	163	723	4.58	2
Teachers' Use.....	15,774	*1,356	*9.40	886	163	723	4.58	2
Circulating.....	5,031	*640	*14.58	.....	.....	.....	.....	.....
Total Elementary.....	655,375	*5,290	*.81	20,872	5,771	15,101	2.30	6,786
High Schools.....	147,967	*8,714	*6.26	7,572	1,113	6,459	4.37	464
Evening Elementary.....	12,291	858	6.53	746	131	615	5.00	152
Evening High.....	8,428	*862	*11.39	463	315	148	1.76	147
Total.....	824,061	*14,008	*1.73	29,653	7,330	22,323	2.71	763

* Increase.

** Found.

The salient facts shown by the above table are:

1. There was a decided increase in the number of primary reading books due to added emphasis on this subject.
2. The increase in the number of reading books in the 7th and 8th grades is due to the availability of new material.
3. The number of music books decreased 5615, due to a determined effort to use up old books that were becoming obsolete.
4. The increase in the number of penmanship books is due to a new book published to fit the needs of our schools.
5. The greatest loss of books occurs in the primary grades.

TABLE II (1926)—INVENTORIES BY SCHOOLS, HIGH AND ELEMENTARY DAY SCHOOLS

SCHOOL	Average enrollment 1926, excluding kgdn.	Total No. of books 1926	Decrease over 1925	Books per pupil 1926	Books lost	Books found	Destroyed on account of contagious diseases	Books lost and paid for	Net loss	Per cent net loss	Not used during year	Amount of text book appropriation unexpended
HIGH												
Barringer High.....	1,794	31,005	132	17.27	893	1,148	27	671	195	.63	5,754	\$ 137.35
Central High.....	2,203	37,053	3,248	16.81	3,643	1,148	211	889	1,395	3.77	2,924	6,461.30
East Side High.....	1,236	21,751	*574	17.59	620	724	6	98	*208	*.91	2,971	3,029.77
South Side High.....	1,797	32,882	144	18.29	1,278	26	18	797	437	1.33	388	2,697.10
Total High.....	7,030	122,691	2,950	17.45	6,434	1,898	262	2,455	1,819	1.48	12,037	12,325.52
JUNIOR HIGH—9th Grade												
Cleveland.....	387	5,616	*683	14.51	170	.....	20	55	95	1.69	.....	165.79
Madison.....	502	5,876	*819	11.10	191	2	.....	70	119	2.03	.....	**750.84
Robert Treat.....	332	5,070	*501	15.27	106	.....	2	41	63	1.24	385	285.69
Total Junior High.....	1,221	16,562	*2,003	13.56	467	2	22	166	277	1.67	385	**299.36
ELEMENTARY												
Arlington Avenue.....	1,597	16,805	443	10.52	838	430	.....	41	367	2.18	34	**361.62
Alexander Street.....	1,097	13,939	*233	12.70	187	.....	35	42	110	.79	375	**127.65
Ann Street.....	1,935	19,138	*294	9.97	669	151	50	12	456	2.36	1,505	53.33
Avon Avenue.....	1,307	14,338	142	10.08	249	6	35	12	196	1.38	275	1,037.73
Belmont Avenue.....	1,461	16,895	*118	11.56	594	54	17	118	405	2.31	914	737.10
Bergen Street.....	1,568	16,854	990	10.72	377	72	26	40	239	1.42	199	**701.30
Bruce Street.....	1,202	12,426	*315	8.30	29	3	.....	5	21	.86	93	152.27
Burnet Street.....	1,303	15,284	279	11.72	394	72	.....	29	293	1.92	.....	127.27
Camden Street.....	1,044	10,039	1,228	10.97	258	18	.....	29	232	2.31	648	49.40
Central Avenue.....	1,081	14,144	55	13.08	424	151	3	5	212	1.49	125	16.18
Charlton Street.....	1,196	16,865	504	14.09	335	269	56	66	*55	*.32	231	150.28
Chestnut Street.....	567	8,303	358	14.65	97	5	15	11	66	.79	239	248.82
Cleveland 1-8.....	1,203	17,951	386	14.92	366	9	31	91	235	1.31	.....	*67.32
Dayton Street.....	63	1,125	55	17.85	4	.....	1	.....	3	.27	.....	**17.79
Elizabeth Avenue.....	1,279	15,050	455	11.76	795	51	71	29	644	4.28	232	**157.79
Ellipt Street.....	210	1,787	*311	8.51	57	28	.....	29	29	1.62	.....	131.72
Ellipt Street.....	918	9,154	59	9.97	146	30	.....	17	91	.99	364	**284.83
Fourth Avenue.....	1,003	14,883	198	9.28	201	12	19	4	166	1.12	.....	*9.66
Fourth Avenue.....	1,110	13,403	495	12.07	537	161	10	6	360	2.69	236	*91.72
Franklin.....	1,690	18,167	*19	10.75	515	21	1	25	483	2.66	163	*18.31
Garfield.....	1,297	14,497	77	11.17	262	15	5	1	217	1.50	.....	**818.56
Hawkins Street.....	1,168	11,290	3,029	9.66	678	102	27	27	522	4.62	1,573	307.34
Hawthorne Avenue.....	2,089	16,421	*774	7.86	499	75	10	.....	414	2.52	368	300.04
Lafayette Street.....	1,719	20,123	3,336	11.70	1,090	175	10	144	761	3.78	758	**21.46

Lawrence Street.....	54	702	87	13,00	18	47	.....	3	*32	*4.56	.....	**18.05
Lincoln.....	683	7,777	1,235	11,39	160	1	.....	3	156	2.00	249	**1,336.28
Madison.....	1,373	15,812	378	11,81	475	38	15	61	361	2.32	.....	128.08
McKinley.....	1,851	17,457	*27	9.13	486	23	12	35	416	2.39	.....	801.95
Maple Avenue (New).....	774	4,788	*4,788	6.18	71	103	24	20	27	56	.....	**202.17
Michigan Street.....	1,487	18,579	569	12.49	394	103	10	50	231	1.24	349	**85.31
Minneapolis Street.....	712	11,846	606	16.63	389	103	146	22	137	1.15	.....	102.96
Montgomery Street.....	646	10,159	519	15.74	291	55	6	5	188	2.21	188	**195.33
Morton Street.....	1,340	15,501	1,120	11.56	1,698	651	40	12	995	6.42	.....	**690.14
Newton Street.....	1,441	15,662	801	10.86	319	142	.....	39	138	88	305	712.97
Oliver Street.....	1,502	15,783	*503	10.30	296	99	4	.....	193	1.22	.....	391.78
Pedding Avenue.....	1,365	13,511	58	9.89	192	17	1	11	163	1.20	8	2,133.23
Poland Street.....	607	8,808	*25	14.51	196	.....	34	10	152	1.72	.....	**140.55
Ridgewood Avenue.....	1,863	21,040	975	11.29	571	120	4	121	326	1.07	1,966	1,966
Roseville Street.....	326	4,981	187	15.27	56	17	4	.....	35	70	322	244.68
South Eighth Street.....	801	6,413	*360	8.01	674	286	.....	.....	388	6.05	.....	160.57
South Eighth Street.....	1,097	14,996	408	13.67	202	99	12	9	181	1.21	532	17.03
South Eighth Street.....	1,526	15,063	588	9.87	453	99	124	21	209	1.39	.....	563.91
South Tenth Street.....	859	13,103	382	15.37	169	67	48	7	47	36	404	18.87
Spencer Avenue.....	258	3,960	*18	15.35	45	17	16	1	11	28	.....	138.68
Summer Avenue.....	854	9,721	*770	11.38	130	108	.....	18	*3	*03	630	**320.37
Summer Avenue.....	296	4,309	97	14.56	11	.....	2	4	5	12	.....	198.04
Sussex Place.....	876	12,481	*79	13.24	153	36	39	29	49	39	665	12.75
Walnut Street.....	218	1,598	*131	7.33	58	15	.....	6	37	2.31	.....	161.48
Washington Street.....	975	7,154	*127	7.33	142	27	2	19	94	1.31	578	1,102.16
Washington Street.....	529	6,252	165	17.49	332	180	5	18	129	1.39	.....	**375.89
Waverly Avenue.....	695	8,073	*389	11.61	9	30	.....	2	*23	*28	.....	33.60
Welster Street.....	1,202	9,515	*251	7.91	279	104	.....	8	167	1.76	119	**87.69
Wilson Avenue.....	1,628	14,621	1,477	8.98	1,063	237	.....	.....	826	5.72	514	448.33
Special Schools.....	1,596	14,598	2,161	9.15	178	75	42	3	58	.40	.....	1,041.34
Circulating Library.....	.....	4,391	630	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total Elementary.....	58,051	650,085	5,204	11.20	19,111	4,588	1,052	1,306	12,165	1.87	15,459	7,491.88
Total Junior High.....	7,030	122,691	2,950	17.45	6,434	1,898	262	2,455	1,819	1.48	12,037	12,325.52
Total Junior High.....	1,221	16,562	*2,003	13.56	467	2	22	166	277	1.67	385	**299.36
Total Day (Schools).....	66,302	789,338	6,351	11.91	26,012	6,488	1,336	3,927	14,261	1.82	27,881	19,518.04
Total (Evening Schools).....	4,928	20,715	*3,131	4.20	2,397	554	44	30	1,769	8.49	.....	.....
Grand Total.....	71,230	810,053	3,020	11.37	28,409	7,042	1,380	3,957	16,030	1.98	27,881	\$19,518.04

* Increase

** Deficit

Table II represents a summary of the inventories by schools and the condition of the appropriation for text books and educational supplies. The salient facts shown by this table are:

1. There were 3020 fewer books in the schools than there were last year.
2. For every pupil enrolled above the kindergarten there were 11.37 books.
3. The net number of books lost was 16,030.
4. There were 27,881 books not used during the year.
5. Nineteen schools exceeded their appropriations for text books and educational supplies.
6. Forty-two schools had a balance in their appropriations.
7. There was a balance of \$19,518.04 to the credit of the instruction account at the end of the year.

TABLE II (1927)—INVENTORIES BY SCHOOLS, HIGH AND ELEMENTARY DAY SCHOOLS

SCHOOL	Average enrollment 1927 excluding kdgdn.	Total No. of Books 1927	Decrease over 1926	Books per pupil 1927	Books lost	Books found	Destroyed on account of contagious diseases	Books lost and paid for	Net loss	Per cent net loss	Not used during year	Amount of text book appropriation unex- pended
SENIOR HIGH												
Barringer High.....	1,358	29,483	1,522	21.71	607	104	7	468	28	.95	5,098	\$ 2,698.32
Central High.....	2,138	36,664	389	17.15	3,407	442	301	866	1,798	4.90	1,752	1,416.68
East Side High.....	1,280	19,607	2,144	15.32	1,366	383	29	155	799	4.08	1,752	2,463.76
South Side High.....	1,695	32,236	646	19.02	1,199	27	41	656	475	1.47	802	2,386.10
West Side High.....	886	14,144	*14,144	15.96	298	.....	50	148	100	.71	.....	*\$3,159.48
Total High.....	7,357	132,134	*9,443	17.96	6,877	956	428	2,293	3,200	2.42	7,652	5,805.38
JUNIOR HIGH—9th Grade												
Cleveland.....	350	5,376	240	15.36	264	3	37	116	108	2.00	.....	476.49
Madison.....	331	5,444	432	16.45	347	154	3	96	94	1.73	.....	511.28
Robert Treat.....	219	5,013	57	22.89	84	.....	5	51	28	.56	523	50.44
Total Junior High.....	900	15,833	729	17.59	695	157	45	263	230	1.46	523	1,038.21
ELEMENTARY												
Abington Avenue.....	1,686	16,655	199	9.88	1,140	303	.....	42	795	4.77	71	150.35
Alexander Street.....	1,204	14,221	*282	11.81	184	1	32	35	116	.82	357	**198.30
Ann Street.....	2,016	20,051	*892	9.95	678	55	100	11	512	2.55	1,801	446.55
Avon Avenue.....	1,265	14,084	54	11.13	225	14	12	23	176	1.25	739	196.14
Belmont Avenue.....	1,389	15,174	1,721	10.92	512	82	13	124	293	1.93	912	** 44.13
Bergen Street.....	1,572	17,899	*1,075	11.39	228	39	30	22	137	.76	794	**170.56
Burnet Street.....	257	2,373	35	9.45	81	68	.....	3	10	.42	310	139.15
Burnet Street.....	1,243	15,521	*237	12.49	791	56	.....	20	735	4.74	49	** 18.58
Central Avenue.....	873	8,776	1,243	10.06	181	25	3	7	146	1.66	490	313.95
Central Avenue.....	1,069	14,847	*703	13.89	313	124	1	30	158	1.06	406	218.71
Charlton Street.....	1,106	16,786	79	15.18	202	105	46	88	37	*2.22	287	431.02
Chestnut Street.....	518	8,149	154	15.73	40	13	3	5	19	.23	195	56.69
Cleveland 1-8.....	1,152	16,615	1,336	14.42	571	19	.....	174	378	2.28	834	117.96
Dayton Street.....	71	1,253	*128	17.65	4	5	.....	.....	*1	*.08	.....	** 14.08
Eighteenth Avenue.....	1,120	13,115	1,935	11.71	307	.....	19	28	260	1.98	162	589.51
Elizabeth Avenue.....	210	1,812	*25	8.63	57	11	2	24	23	1.32	202	139.97
Elliot Avenue.....	1,552	9,576	*222	9.85	46	31	5	7	23	.25	302	320.20
Fifteenth Avenue.....	1,584	14,718	129	9.29	187	18	39	10	130	.88	177	372.23
Fourth Avenue.....	1,044	13,808	*405	13.23	468	81	20	10	357	2.59	310	325.75
Franklin.....	1,687	18,759	*592	11.12	511	15	1	15	442	2.35	704	294.89
Garfield.....	1,381	15,003	*506	10.86	376	16	34	32	294	1.96	704	75.73
Hawkins Street.....	1,117	11,115	175	9.95	626	99	15	25	487	4.38	629	193.50

Hawthorne Avenue.....	1,893	15,961	460	8.43	530	133	49	348	2.18	378	**169.51
Lafayette Street.....	1,603	19,907	548	12.42	1,380	185	12	906	4.50	504	**923.54
Lawrence Street.....	47	154	154	11.66	21	3		18	3.20		9.52
Lincoln.....	790	7,978	*201	10.10	229	42	4	178	2.23	139	9.52
Madison.....	1,321	16,352	*810	12.38	1,425	801	9	526	3.22	733	**123.05
McKinley.....	1,774	18,846	*1,389	10.62	396	138	3	45	2.10	417	**123.05
Maple Avenue.....	1,251	8,270	*3,432	6.57	200	4	40	115	1.11	512	**184.17
Miller Street.....	1,457	20,139	*1,560	13.82	301	89	6	42	1.39		**184.17
Monmouth Street.....	695	11,426	16.44	319	68			114	.81		**55.93
Montgomery Street.....	614	9,870	339	10.37	637	304		229	2.00	914	69.14
Morton Street.....	1,260	13,067	2,434	15.99	1,873	982	5	314	3.17	547	305.94
Newton Street.....	1,370	14,916	746	10.89	342	100		291	0.59		28.67
Oliver Street.....	1,509	15,816	*33	10.48	300	4	5	222	1.49	39	581.08
Peshine Avenue.....	1,372	13,580	*69	9.90	151	16		120	1.84		116.00
Ridge Street.....	1,618	9,379	*521	15.10	79	65	3	12	.88	48	534.09
Rogers Test.....	1,869	19,940	1,100	10.67	604	92	18	10	*.13	89	206.19
Roseville Avenue.....	342	4,853	1,128	14.19	37	52	6	112	1.98	2,405	904.69
South Street.....	746	6,629	*189	8.89	389	299	4	26	*.56	422	*13.93
South Eighth Street.....	1,069	15,724	*228	14.24	219	140		189	1.66	72	192.86
South Tenth Street.....	1,558	16,267	*1,205	10.44	525	140	11	24	1.24		412.63
South Tenth Street.....	872	12,847	256	15.63	152	32	141	220	1.35	303	134.08
Speedway Avenue.....	251	3,587	373	14.29	48	23	3	19	.51	90	153.17
Summer Avenue.....	871	9,621	100	11.05	177	21	8	12	.33		*11.57
Summer Place.....	301	4,594	*285	15.23	178	43	7	138	1.43	294	280.25
Sussex Avenue.....	864	12,556	*75	14.53	176	43		97	.15		6.83
Walnut Street.....	215	1,752	*154	8.15	48	13	24	77	.77	656	125.66
Warren Street.....	905	7,402	*248	8.18	86	100		25	1.42	174	47.66
Washington Street.....	481	9,286	*34	19.31	339	150		19	*.26		626.68
Waverly Avenue.....	656	7,532	541	11.48	1,093	136	40	112	1.21	104	140.37
Webster Street.....	1,145	9,268	147	9.48	533	131	5	950	11.29	147	277.94
Wilson Avenue.....	1,026	15,280	*659	8.18	533	137	3	101	1.07	109	1.22
Special Schools.....	1,504	17,571	*3,013	11.68	271	240	9	393	2.57		509.92
Circulating Library.....	5,031		*640					7	.10		307.70
Total Elementary.....	57,310	655,375	*5,290	11.44	20,872	5,771	837	12,722	1.94	26,585	6,611.39
Total Senior High.....	7,357	132,134	*9,443	17.96	6,877	956	428	2,293	2.42	7,652	5,805.38
Total Junior High.....	900	15,835	729	17.55	695	157	45	263	1.46	523	1,038.21
Total (Day Schools).....	65,567	893,342	*14,004	12.25	28,444	6,884	1,310	16,152	2.01	34,760	13,454.98
Total (Evening Schools).....	5,019	20,719	*4	4.13	1,209	446		742	3.58		
Grand Total.....	70,586	914,061	*14,008	11.67	29,653	7,330	1,310	16,894	2.04	34,760	\$13,454.98

* Increase

** Deficit

- There were 14,008 more books in the schools than there were last year.
- For every pupil enrolled above the kindergarten, there were 11.67 books.
- The net number of books lost was 16,894 or 864 more than last year.
- There were 34,760 books not used during the year.
- Fourteen schools exceeded their appropriations for text books and educational supplies.
- Forty-nine schools had balances in their appropriations.
- There was a balance of \$13,454.98 to the credit of the text book and educational supply account at the end of the year.

TABLE III (1926)—INVENTORIES BY SCHOOLS, EVENING SCHOOLS

SCHOOL	Average enrollment 1926	Total No. of books 1926	Increase over 1925	Books lost	Books found	Destroyed because of contamination	Books lost and paid for	Net loss	Per cent net loss	Books per pupil
Fawcett.....	1,345	1,083	175	250	2	...	...	248	22.90	.80
†High										
Barringer.....	491	3,982	3,982	804	...	44	30	730	18.33	8.11
Bergen Street.....	359	1,005	*257	117	9	...	...	108	10.75	2.80
Franklin.....	...	...	*412	1	...	...	...	1	...	...
Morton Street.....	...	...	653	...	...	...	...	...	...	...
Robert Treat.....	348	1,496	241	103	2	...	...	101	6.75	4.30
Total High.....	1,198	6,483	3,415	1,025	11	44	30	940	14.48	5.41
Elementary										
Abington Avenue.....	147	433	2	23	...	...	...	23	5.31	2.95
Bergen Street.....	187	976	*143	33	36	...	...	*3	*.30	5.22
Central Avenue.....	205	1,096	11	33	44	...	...	*11	*1.00	5.24
Cleveland.....	300	1,044	*121	471	210	...	...	261	25.00	3.48
East Side Elementary.....	73	261	*21	6	...	...	...	6	2.30	3.58
Franklin.....	275	2,554	...	13	...	...	...	13	.51	9.29
Hawthorne Avenue.....	216	1,643	*386	85	45	...	...	40	2.43	7.61
Lafayette Street.....	245	1,084	7	17	...	...	...	17	1.57	4.75
Morton Street.....	531	3,304	1,055	374	205	...	...	160	4.84	6.22
Robert Treat.....	147	604	*174	49	...	...	...	*9	9.60	4.11
Charlton Street Amer.....	38	56	*9	10	1	...	...	9	16.07	1.42
Montgomery St.....	...	...	*708	...	...	...	...	...	...	...
Class in Lip-Reading.....	17	94	*8	8	...	...	...	8	8.51	5.53
Total.....	2,385	13,149	*459	1,122	541	...	...	581	4.35	5.51
Summary										
Fawcett.....	1,345	1,083	175	250	2	...	...	248	22.90	.80
Total High.....	1,198	6,483	3,415	1,025	11	44	30	940	14.48	5.41
Total Elementary.....	2,385	13,149	*459	1,122	541	...	...	581	4.35	5.51
Grand Total.....	4,928	20,715	3,131	2,397	554	44	30	1,769	8.49	4.20

†Central and East Side Schools use books of day school and do not keep a separate evening school inventory.

*Afternoon class, but evening school books used.

*Represents decrease.

Table III presents a summary of the books used in the evening schools. The outstanding feature of this table is in the increase in the number of books used in the evening high schools. As previously explained, this increase is due to the organization of the Barringer Evening High School.

TABLE III (1927)—INVENTORIES BY SCHOOLS, EVENING SCHOOLS

SCHOOL	Average enrollment 1927	Total No. of books 1927	Increase over 1926	Books lost	Books found	Destroyed because of conflagration	Books lost and paid for	Net loss	Per cent per loss	Books per pupil
Fawcett.....	1,814	1,126	43	303	8	---	---	295	26.19	.62
†High										
Barringer.....	525	4,810	828	81	307	---	21	**247	**5.14	9.16
Bergen Street.....	368	1,022	17	17	---	---	---	17	.66	2.78
Robert Treat.....	323	1,470	* 26	62	---	---	---	62	4.21	4.55
Total High.....	1,216	7,302	819	160	307	---	21	**168	**2.57	6.00
Elementary										
Abington Avenue.....	137	442	9	4	1	---	---	3	.68	3.23
Bergen Street.....	209	994	18	10	10	---	---	---	---	4.76
Central Avenue.....	198	1,066	*	45	15	---	---	30	2.81	5.38
Cleveland.....	304	1,566	522	49	1	---	---	48	3.07	5.15
East Side Elementary.....	63	290	29	8	2	---	---	6	2.07	4.60
Franklin.....	240	1,504	*1,050	389	2	---	---	387	25.73	6.27
Hawthorne Avenue.....	192	1,565	* 78	72	58	---	---	14	.89	8.15
Lafayette Street.....	216	972	* 115	56	2	---	---	56	5.98	4.50
Morton Street.....	265	3,147	* 157	98	36	---	---	62	1.97	11.88
Robert Treat.....	114	595	* 9	9	---	---	---	** 9	1.51	5.22
§Charlton Street Amer.....	40	61	* 5	1	6	---	---	** 5	8.20	1.53
Class in Lip-Reading.....	11	89	* 5	5	---	---	---	5	5.61	8.10
Total.....	1,989	12,291	* 858	746	131	---	---	615	5.00	6.18
Summary										
Fawcett.....	1,814	1,126	43	303	8	---	---	295	26.19	.62
Total High.....	1,216	7,302	819	160	307	---	21	**168	**2.57	6.00
Total Elementary.....	1,989	12,291	* 858	746	131	---	---	615	5.00	6.18
Grand Total.....	5,019	20,719	* 4	1,209	446	---	21	742	3.58	4.13

†Central and East Side Schools use books of day school and do not keep a separate evening school inventory.

§Afternoon class, but evening school books used.

**Represents decrease.

*Represents books found.

Table III presents a summary of the books used in the evening schools. The number of books charged to evening schools is 20,719, an increase of 4 books over last year. There were 742 books lost from the evening schools. Fawcett School of Industrial Arts lost 26.19 per cent of their books.

III. DEPARTMENT OF REFERENCE AND RESEARCH

1925-1926 and 1926-1927

ELMER K. SEXTON

Assistant Superintendent of Schools

During the years 1925-26 and 1926-27 the Department of Reference and Research has not been able to do as much work as heretofore on account of insufficient assistance.

In October, 1925, Mrs. Ethel R. deBeck was appointed to the position made vacant by the transfer of Miss Ruth C. Dimmick to another position.

The activities of the department should be very much broadened by working out essential revision of forms, proper investigations and tabulations of reports from the various schools, and by bringing to the attention of the proper authorities for further study, apparent weaknesses in our system. Our limited clerical help bars much of this work.

During the two years our activities have been as follows:

An extended study was made of the promotions by subjects and by individuals in the senior and junior high schools. We have compared our schools with cities of about the same size, such as Cleveland, Detroit, and Milwaukee, and have calculated the excessive cost to the city of Newark due to the low rate of promotions.

We made a comparative study of promotions in all elementary schools, junior high schools, and senior high schools. Objective tests have been constructed in English grammar, while the composition portion remained subjective. These tests have been much more rapidly marked by the teacher and were marked on a basis much more nearly uniform than were those wholly depending on the judgment of the teacher.

Spelling tests have been made very carefully on the basis of scientific investigations. Words are selected according to frequency of use, school grade, and difficulty of spelling. The results are tabulated, the city median is obtained, and reports are sent to the schools in order that comparisons may be made.

Many tests have been given in individual schools at the request of the principal. The reasons for the tests have been various but the effects have always been beneficial to the school, principal, and teachers. The results of these tests have been carefully examined by the department with the principal.

The experimental classes which were being conducted to ascertain the value of phonics in reading have been continued, and tested in 1B, 1A, and 2B with a battery of tests. The results thus far have been carefully worked out, showing that phonics are apparently of no value in the first grade but that their value begins to appear in the 2B. The results also indicate that there is need of a certain type of phonics in the grades beyond the first but in a much more limited degree than has been the custom in the Newark schools. The particular type of phonics has not been determined but should be the subject of further investigation.

The Age-Grade report, submitted by the principals in June, has been very carefully tabulated to ascertain in which grade the over-age pupils are most numerous with a view of adjusting the instruction to meet the conditions; and to find whether the all-year schools, the platoon schools, or the traditional schools are doing better work along the line of pupil age for the grade.

A battery of achievement tests was given in all schools where a change in principals had been made and the results were taken back to the principal for interpretation.

Several second grade reading tests have been constructed as there appeared to be no second grade test on the market that fitted our particular need.

One of these second grade tests, together with Monroe tests, was used in the city wide Reading Survey made November 16, 17, 18, 1926, from the central office. Twenty-five examiners were sent out with uniform instructions. Most of these people had tested before and knew how to do the work. These results were tabulated, interpreted from every point of view, and the full report was sent to each principal together with blue prints of graphs. This report has been of great value to the superintendents and the principals and will help standardize reading in our schools. It has created a deeper interest in the reading problems on the part of all principals and teachers. They have shown great interest in this work and will help keep Newark's schools among the best in the country. In this report was a study and tabulation of various nationalities represented in our city schools and in each school. This information was taken from the survey made by the Rotary Club.

The kindergarten tests for promotion have been taken up the second time for the purpose of further studying the results and finding the correlation between results of the test and the promotion of the pupils in the 1B grades.

In general during the year 1926-27 the department has done much to help the schools in diagnosing what appear to be difficult situations and applying the remedy. The schools as never before seek the help of the department.

The department is working along the following lines:

First: Giving survey tests in the various subjects at least one each term, sometimes from the central office and through **the principals in their own schools.**

Second: Assisting principals when called upon to solve difficult problems in instruction.

Third: Taking the findings to the principal, sitting down with teacher or principal or both and explaining the problem in a broad way as we see it in our extensive testing and supervision, carrying the message as far as possible to the classroom.

Fourth: Supplying the schools on request tests that the teacher or principal may in a professional and scientific way study the vital questions of instruction and become more interested in them.

IV. DEPARTMENT OF CHILD GUIDANCE

1926-1927

DR. BRUCE B. ROBINSON

Psychiatrist

Dr. Robinson is quoted in the body of the report of the Superintendent of Schools (see page 64). Additional excerpts from his final report follow:

Three of the visiting teachers have been assigned to one or two schools each to demonstrate the results of intensive work, and because it is felt that such limitation of field is necessary for efficient visiting teacher service. Two visiting teachers have taken cases from as many other schools as possible, while eleven schools have received no such service, owing to shortage of personnel.

The report of Miss Elizabeth H. Dexter, head visiting teacher, which follows, gives further statements of that work:

The problem of fitting a visiting teacher staff of five to the needs of a large school system presented obvious difficulties. To work exclusively on an extensive city-wide basis was inadvisable because the effect might easily be too scattered to demonstrate clearly the value of the work. The most expedient plan appeared to be one of working intensively with a few schools and at the same time handling cases from as many other schools as possible. Accordingly three visiting teachers were assigned to intensive work, one to give full time to Madison and Eighteenth Avenue Schools; one to Ridge Street and Garfield, and one to Wilson Avenue. This type of service was first introduced at Madison School because of its location in a neighborhood where social conditions are fairly normal and the children come largely from comfortable homes. We wished to show the value of the work in a school that has no outstanding social problems but still has to cope with a lack of communication between home and school which produces the same problems for the teacher in handling the difficult child whether he comes from a comfortable or poverty-stricken home. Ridge Street, in one of the best residential sections of the city, was selected because problem children are as often found in the "best families" as elsewhere and because the cooperation of intelligent parents offers greater opportunity for successful treatment. Garfield was selected for essentially the same reasons. Eighteenth Avenue and Wilson Avenue were selected as giving an opportunity to work in schools where the child's problem is frequently complicated and intensified by the larger social problem of the community. We avoided selecting at first a school in the slum area where school unadjustment and predelinquency frequently result from poverty, broken home life and other serious social factors. We did not wish visiting teacher work to be associated primarily with predelinquency and extreme social conditions

because such an impression would tend to hinder the extension of the work to schools in better neighborhoods and might lead to the stigmatizing of schools where such service is rendered. These five schools draw children from widely different social levels but have shown the same range and same number of problems. Together they represent a fairly accurate cross-section of the city and give the visiting teacher an opportunity to show the usefulness of her services in meeting problems typical of those confronting the school system as a whole.

The feelings the child has for or against the various members of his family are the feelings he carries over to school and expresses in his reaction to his teacher and schoolmates. To effect a change of behavior in school frequently means first establishing healthier relationships within the home. Changes in attitude cannot be brought about over night and many contacts are often necessary to give the parents a real understanding of why their child misbehaves at school or is failing to live up to his intellectual capacity and to explain what it will be necessary for them to do so far as the family situation is concerned if he is to make a proper school adjustment. With almost no exception the parents have welcomed the assistance the visiting teacher has sought to render. In many instances she has been able to convey to the parents of a problem child assistance that would enable them to handle much more wisely the other children of the family so in this indirect way the school may be spared some of the difficulty that comes from poor home training.

At Madison, Eighteenth Avenue and Wilson Avenue, group meetings with teachers have been held frequently during the year for the discussion of individual cases and for general discussion of the causes of behavior. One such meeting was held at Miller Street, Garfield and Cleveland, with smaller meetings of three or four teachers at Avon Avenue and Oliver Street. The purpose of these meetings has been not only to assist the teacher by throwing light on the difficulties of the individual child but to enable her to use the understanding she gains from the individual case in handling other children in the classroom who are not studied individually. If for each problem a teacher has required clinic assistance the total need would be overwhelming. It has been interesting to see the rapidity with which the busiest and most over-burdened teachers have accepted the mental hygiene point of view towards behavior and applied it to classroom discipline. Only a small number of the teaching staff of the school system had had much contact with the clinic. It is a beginning process however and is a development that shows the teacher herself can become more and more a preventive force.

In order to have more direct contact with teachers from a larger number of schools a committee for case discussion was organized this spring consisting of one teacher from each of seventeen schools. Since representation from every school would have made the group too large for discussion purposes the schools located nearest to the clinic were chosen. Meetings were held every two weeks for a period of two and a half months. In addition to the discussion of individual cases general subjects were discussed such as disciplinary methods, the child's adjustment to authority, the relation of unsatisfying family relationships to school unreadjustment.

Total attendance of teachers at the group meetings held at the clinic and schools was 502.

In evaluating the work of the visiting teachers in the intensive schools with that done by the visiting teachers at large who handled children from 37 schools, ranging from one to ten children a school, there is no doubt that the returns have been greater in those schools where the work has been sufficiently concentrated to become an integral part of the school administration. The visiting teacher can then handle a sufficiently large number of cases to definitely relieve the school partially at least of the large burden imposed by those perplexing children who have the intellectual ability for their grade but continue to be misfits because of behavior and personality difficulties. It is this intensive type of work we hope can be extended. Judging from the many requests from principals for full-time visiting teachers the schools are ready to have the work introduced as soon as additional members of the staff are available.

	Wilson Avenue	Madison	18th Avenue	Ridge Street	Garfield	Cleveland	Total intensive schools	Total extensive schools	Grand Total
Total Number of Children Studied.....	55	139	54	38	21	4	317	128	445
1. Full Study.....	21	54	17	26	9	4	131	86	217
2. Visiting Teacher.....	34	85	37	12	18		186	42	220
3. Advisory.....	23	46		6	17	6	98	91	189
Interview with parents.....	140	409		348			897	293	1190
“ “ principals..	46	163		135			344	216	560
“ “ vice “	42	140					182	41	223
“ “ teachers.....	367	1133		398			1898	117	2015
“ “ child.....	298	473		189			960	117	1077
“ “ others.....	171	226		110			507	108	615

1. Full study includes investigation of home by visiting teacher, physical, psychiatric examination and psychological examination.
2. Home investigation by visiting teachers who handles case unaided by clinic examination.
3. Slight service not necessitating study of home.

The following is the report of Dr. Grace A. Taylor, psychologist, on that work:

The plans which were formulated in September 1926 for this first year's work were tentative in character although they were in all cases directly dependent upon the general policy of the department, to aid children in appropriate adjustments.

The plans were changed from time to time according to the needs of the children or of the schools. However, there is concrete evidence of concentration of effort upon the youngest pupils. Seventy per cent of the children given individual psychological examinations upon the referral of the visiting

teachers were below grade V. Practically all the pupils of grade I and the majority of grade II, were given group tests, as well as a small number of those of grades III and IV and the kindergarten. Group testing of grade VIII-A pupils in Madison, Avon Avenue, South Seventeenth Street, and Hawthorne Avenue, and a few overage groups in a small number of schools completes the list.

The plan in cooperation with the visiting teachers was to provide each investigator with as much pertinent information as a result of a psychological examination or study of the particular problem child, as would aid in the child's general adjustments. In addition remedial measures in the cases of special disabilities or in the case of functioning not commensurate with the child's general ability were suggested. A relatively small amount of time was given to this last mentioned phase of the work. However this is one in which the psychologist should work more closely with the visiting teacher. A total number of 245 children, referred by the visiting teachers, were examined, each child averaging 2.9 individual tests.

The examinations of the children referred by the Department of Attendance have been conducted in groups on Monday and Wednesday mornings. This group procedure has reduced the number of individual examinations. Since September 7, 1926 to June 27, 1927, inclusive, 341 children were given examinations upon the referral of the Department of Attendance of which 97 were recommended for transfer to Binet classes.

The group testing of the children in grade I was commenced in October 1926, and practically completed by February 8, 1927. Assistance was given by the Department of Psychology, Teachers College, Columbia University through thirty examiners. Reports were sent to the schools of the findings, with an explanation sheet and certain suggestions as to regroupings.

During the remainder of the year, the children not tested at the regular time have been examined in groups. Individual examinations have been given to children who scored especially high or low,—or about whom the class teachers desired additional information.

Although it seemed advisable to give a group test to the children in grade II some of the schools preferred other testing which would be of more immediate assistance, such as the examination of older kindergarten children, overage pupils, in the first four grades and other children who had made exceptionally poor progress. The grade II testing has therefore been less comprehensive.

In addition to the regular testing described above, there have been children referred because of various defects other than of general intelligence, for transfer to special classes. The recommendation for transfer was made on the basis of a tentative outline organized in conference with the directors of the various special classes.

Discussions of ways of meeting the facts evidenced in the test findings have developed into considerations of the possibility of abandoning the conventional groupings of 1, 2, and 3, and reorganizing the curricula.

Groupings on the X, Y, Z basis with the overage pupils preferably in a group by themselves seems feasible, particularly when there are large numbers of pupils in each grade,—or when the chronological ages of children in the kindergarten and grade I, grades II, III and IV, and grades V, VI, VII, and VIII provide a homogeneous group. These classes serve as special opportunities (the non-academic being stressed rather than the academic,—and prevocational and vocational interests being considered) as well as clearing houses of pupils needing special help in certain types of school work. For example, it is hoped that at Hawkins Street School the overage girls may have their prevocational work in connection with a nursery school which would provide life situations as well as meeting community needs.

In the West Side High School the results of the group tests were used for grouping the sections in mathematics.

At the request of the principal, the psychologists recommended suitable tests which were given by the school staff.

Many schools favor the promotion of the teacher with the pupil so that the pupil remains with her for a full year. In the primary grades it is most helpful. The findings of the grade I testing are suggestive of this administrative practice.

Upon the request of Dr. Meta L. Anderson individual examinations were given at Elliott Street, McKinley, Newton Street, Wilson Avenue, and Eighteenth Avenue Schools for the organization of new Binet classes. At various other schools examinations were given to provide waiting lists for the Binet classes or centers in the vicinity. Nearly six hundred children have been referred for transfer to such classes in the course of this school year.

As a report of the year's work the following seem worthy of consideration.

1. Closer work with the schools in the practical measures to follow the interpretation of the test findings. This refers particularly to conditions of adaptations of the course of study to the individual needs of each pupil. It might be designated as attention to the curriculum.

2. Organization of classes of pupils having better than average general intelligence. There are sufficient numbers of children of X, Y, and Z general ability in various sections of the city to form classes in the various grades.

V. BUREAU OF ATTENDANCE, CHILD WELFARE AND SCHOOL CENSUS

For the Year 1925-1926

CHARLES A. MACCALL

Director

During the school year just past a reorganization of the Attendance Department was directed by the Board in order that it might be placed upon the same plane with similar departments in other cities. The title of the department was changed to "Bureau of Attendance, Child Welfare and School Census" which more clearly indicates the scope of its various activities. The Supervisor of Attendance was made Director of the Bureau and the Assistant Supervisor was made Supervisor of Attendance.

One of the most notable features of the reorganization was the appointment of a School Census Officer whose entire time is now devoted to the work of the continuous school census. This appointment filled a long felt want and will insure much greater efficiency in this important branch of the work of the Bureau. Another very valuable change was made in the adoption, both by the Board of Education and the State Civil Service Commission, of a higher standard of qualifications for the position of attendance officer. Up to the time of the adoption of this new standard there was practically no educational qualification required nor was there any experience in social welfare work demanded. The new standard requires that all applicants, in order to be eligible for examination for the position of attendance officer, must have completed a four-year high school course, or the equivalent, and must have had at least one year's successful experience in social welfare work. Recognition is also given on the salary schedule for additional years of experience and for post high school work. The salary schedule was also raised so that it is somewhat commensurate with the qualifications required.

This change was a most important step in advance because of the fact that it assures a Bureau almost entirely composed of trained social workers in the very near future and obviates the necessity of appointing a staff of visiting teachers or social service workers in addition to the attendance officers.

I would most respectfully recommend as one additional change that the title of attendance officer, which naturally implies police authority and does not in any way convey a definition

of the function of the person who is doing efficient attendance work, to that of school welfare worker. I realize that the title "attendance officer" is a statutory one and can only be changed through state legislation but I believe that such legislation could be readily obtained in the same manner that the title "truant officer" was changed to "attendance officer."

The State Civil Service Commission has held one examination for the position of attendance officer since the adoption of the higher standards of qualification and has certified a list of twenty-two names as eligible for the position. Two appointments have since been made from this list. One woman is a normal school graduate who has had five years' successful experience in teaching and nine years' successful experience as a social welfare worker. The other, a man, is a graduate of a high school and has had five years' experience in social work with children. They are both of the type most desirable for efficient attendance and welfare work among school children.

There was an additional increase in the per cent of attendance of all pupils at all of the public schools during this year over that of last year. The per cent of attendance during the school year ending June 30, 1925, was 91.3 while the per cent during the year ending June 30, 1926, was 91.5. This is a very high per cent of attendance and is not often attained in a city school system such as that of Newark where the school population is of such a cosmopolitan type. When the fact that at least six per cent of loss of attendance is conceded by authorities to be naturally due to illness, quarantine and other legitimate absences, and that so great a number of pupils in the kindergartens and lower grades are too young to be amenable to the Compulsory Education Law, the per cent of illegitimate absences must have been very small. The per cent of absences during the year was really very much less than the per cent of absences which are recorded in many of the large industrial and commercial plants where only adult labor is employed.

The total number of days absence of all pupils at all of the public schools during this year was 1,219,310½ days while that of the year previous was 1,282,027½ showing a decrease in the number of days actually lost through all causes of 62,717 days during this year. This decrease in the number of days lost means an actual increase of approximately seven thousand dollars (\$7,000) in the amount received from the state school funds for days attendance. There were 58,263½ days lost through quarantine.

Principals of public schools reported 40,135 cases of absence, truancy and non-attendance to this Bureau during the year.

This number is a slight increase over the number of such cases reported last year which was 40,038.

This number of cases reported to the Bureau does not indicate that there were over forty thousand separate pupils who absented themselves from school. The majority of cases not caused by illness are caused by pupils who absent themselves and are reported repeatedly before they can be induced to attend regularly. These "repeaters" are the cases which cause the greater part of the work of the Bureau. The fault does not lie in the pupils in the vast majority of these cases but in the parents who either through greed, carelessness, ignorance or poverty do not cause their children to attend school regularly. Each of such cases presents a problem all its own to be solved by the attendance officer before regularity of attendance can be obtained. It is more a matter of teaching the parents as to their responsibility and of the value of education to their children than one of law enforcement.

Final disposition of these cases was made as follows: 32,208 pupils were returned to regular graded classes in public schools; 2,407 pupils having reached the age of fourteen and completed the fifth year grade were, upon application of their parents, granted "age and schooling" certificates. These pupils left school and entered upon some legal employment. All such pupils under the age of sixteen years were enrolled in the continuation schools. 2,275 pupils were found to have moved out of the city. In every such case effort is made to find out where the family has gone and a transfer card is immediately sent to the superintendent of schools of the city in which the family has taken up its residence. These transfer cards are returned to this Bureau when the family has been located and the children entered in school by the educational authorities of the school district to which they have gone. This system not only serves to aid the authorities of other school districts in causing each child in their districts to attend school, but also assists this Bureau in its work of accounting for every child who is at any time enrolled in the schools of this city. 150 pupils were found to be too ill to return to school. In many of these cases neglect or ignorance on the part of parents has caused what might have been but a slight illness to develop into a serious disease of chronic nature before the attendance officer discovers the case. In all of such cases the attendance officer immediately takes steps to secure proper care and medical attention for the children and with the aid of other organizations keeps careful supervision of the case until the children have recovered or are sent to institutions where proper attention may be given them. 630 pupils were found to have left the public schools and en-

rolled in the parochial schools. Many parents desire their children to receive religious instruction and withdraw them from the public school at certain periods of their school life in order that they may receive such instruction at parochial schools. The relations between the parochial school system of this city and this Bureau are so cordial and the cooperation so effective that it is quite as possible to trace a pupil who has entered a parochial school as one who has entered public school.

In former years many pupils who were subjects of discipline in the public schools, either because of misconduct or truancy, left the public schools and entered parochial schools to escape such discipline. At the present time no pupil who has attended a public school will be accepted in a parochial school until a report is received from this Bureau as to his or her scholastic standing and conduct. Likewise no pupil of a parochial school is accepted in a public school until such report is received from the parochial school which he or she has attended. This close cooperation between the two school systems has greatly aided in maintaining discipline in the schools of both systems. Of the pupils reported, 721 were found on the street and were personally conducted to the school at which they were enrolled by the attendance officers; the remainder were found to have reached their sixteenth birthday, the maximum age of the Compulsory School Law, and to have left school to be legally employed.

Principals and teachers of parochial schools reported 1,905 cases of absence, non-attendance and truancy during the year. Of these cases 1,252 were returned to the school from which they were reported; 216 were found to have left the parochial schools which they attended and were enrolled in public schools, and the remainder were found to have moved from the city or to have left school to be legally employed.

Attendance officers made 11,469 visits to public schools during the year, 760 of which were made to continuation schools; 1,746 visits were made to parochial and private schools; and 83,678 visits were made to homes of pupils, 9,950 of which were at the homes of pupils of the continuation schools.

Reports of officers investigating the causes of absence of the total number of cases reported by principals of public schools show them to be as follows: 14,850 cases were found to be caused by parental neglect. All of these cases were carefully studied by the attendance officers and in most instances the true cause for such parental neglect was found and finally removed. If the cause was found to be poverty, due to misfortune, the case was referred to the proper organization for the

alleviation of that condition, but if it was found to be poverty caused by the neglect or refusal of a father to support properly his family such father was compelled either by persuasion or by threats of prosecution to care properly for his family and permit his children to attend school regularly in proper condition as to food and clothing.

Greed as a cause was summarily dealt with and parents who kept their children from school in order to earn money were forced to send their children to school and allow them the proper amount of time for play and sleep. It was necessary to summon a number of such parents to court before they were made to realize that the law did not permit them to do as they chose with their children. Ignorance of the parents was the cause in many of the cases. Educational methods exclusively were used in such cases. Parents were taught the value of education to their children and the necessity of regular school attendance in order to secure such education. This type of work needs to be carefully done by trained social workers in order to be effective. Ignorant parents, particularly those of foreign birth, are exceedingly hard to convince that their children need any more education than they themselves have acquired and must be approached by an official trained to gain their confidence or there ensues an almost endless fight usually resulting in needless court action.

When court action is taken or forcible measures used, the object is not only lost but parents are embittered against all education and all laws. Therein lies the necessity of having trained social workers with a good basic education to act as attendance officers.

Personal illness was found to be the cause of 11,238 cases. All of such cases were carefully followed up and the pupils returned to school without unnecessary loss of time.

5,218 cases were caused by quarantine, i. e., pupils in whose family there was a contagious disease. Such pupils were returned to school as soon as the quarantine was lifted by health authorities.

"Age and schooling" certificates were granted to 2,407 pupils who were found to possess the required qualifications as to age, education and physical fitness. Each pupil who received such a certificate was compelled to secure a suitable position, before leaving school, and was then enrolled in the continuation school.

2,275 pupils were found to have moved from the city. All of these children were followed up by a tracer to the school district to which they had moved and in most instances were immediately placed in school from their new residence.

1,203 cases were pure truancy, i.e., cases of pupils who deliberately absented themselves from school without the knowledge or consent of the parent. It can be readily seen that this number comprises a very small percentage of the total number of cases dealt with by the Bureau. Boys and girls beginning to realize the serious results of truancy and the practice is usually confined to children who are misfits in the class to which they have been assigned. A more flexible curriculum and a careful study of each individual pupil who shows symptoms of being dissatisfied with school will do much toward solving this problem.

Absence from the continuation schools accounted for 2,141 cases which were investigated by the two officers assigned to these schools. In the great majority of these cases the pupils were compelled to attend regularly after they had been enrolled. It was necessary, however, to cancel the "age and schooling" certificates of a number of chronic offenders and force them to return to the regular graded schools. This treatment has had a salutary effect upon those pupils who were inclined to dodge attendance at the continuation schools. The result has been a great gain in the per cent of attendance which during some months reached a higher per cent than that of the regular graded schools.

The lack of proper clothing and shoes caused 424 pupils to remain away from school. Wherever possible the parents were compelled to furnish shoes and clothing. In cases of parents who were found to be unable to procure such clothing it was furnished to the children through the various charitable organizations and the School Children Emergency Shoe Fund. This latter fund amounts to one thousand dollars (\$1,000.) per year appropriated by the Board of City Commissioners from the tax budget.

Parents to the number of 19,558 have been interviewed at the main office by the Director of the Bureau and his assistants.

I would again most respectfully urge that either attendance districts be established with an office in at least four schools, each under the direction of an experienced attendance officer who might be called a District Supervisor and who would be capable of advising with many parents who are now compelled to come to the main office, or that additional attendance officers be appointed in order that at least four officers may be assigned to the main office to assist in this important part of the work of the Bureau. It is obviously impossible for the Director and the Supervisor of Attendance to conduct these interviews with desirable efficiency because of lack of time.



MORE AND MORE ATTENTION IS BEING GIVEN TO POSTURE AND CORRECTIVE GYMNASTICS ARE AN IMPORTANT PART OF THE WORK.

Principals of public schools recommended 239 boys for transfer to ungraded schools because of continued disorder in the classroom. 125 of these boys, after having been given a trial in at least one graded school other than the one from which they were recommended for transfer, were transferred to ungraded schools; 3 were committed to the Newark City Home at Verona, and the remainder were either reinstated at the school from which they were recommended or transferred to other graded schools for further trial.

At least two additional buildings patterned after the new Arlington Avenue Ungraded School are needed at once to care for the large number of boys who, at the present time, are kept in regular graded classes where they do not belong and where they do not fit in the general scheme of graded classroom work. One such boy in a classroom occupies so much of the time of the teacher that it is almost impossible for her to do justice to the other pupils in the class. It is obviously a matter of economy to segregate these boys in special schools where they will receive attention from teachers trained to handle such cases. The work of the regular grade teachers is made more efficient and the boy receives the training for which he is most fitted.

Principals suspended 236 pupils from school during the year. After careful investigation by the attendance officers and examination by the Child Guidance Department 152 were, upon recommendation of the Director, transferred to schools in districts other than those in which they resided and the remainder were given another trial at the schools from which they were suspended. The following table on page 223 gives the number of pupils at each school recommended for transfer to ungraded schools and the number suspended during the year, and also shows the number of suspended and recommended pupils received at each school.

School Census. With the appointment of a School Census Officer to take charge of the continuous school census, preparations have been made to revise the entire census. No general revision has been made for the past six years so that a general check up is necessary in order to increase the efficiency of this very important feature of the work of this Bureau. Additional room is greatly needed for this department as conditions are so crowded that it is almost impossible to do the work with any great degree of efficiency. It is hoped to have the continuous census maintained in such manner that the Bureau will have knowledge of every child of school age in this city and will be able to tell at a glance where the child attends school or if at work whether or not he is legally employed.

Safety Patrol. The Public Safety Patrol has continued to function splendidly during this year. No serious accident or death has occurred in the vicinity of a schoolhouse while the safety patrol was on duty.

The patrol is composed of twelve hundred boys and three hundred girls all of whom have been chosen because of their fitness for this work. Physical and mental examinations are made of each pupil before being appointed to the patrol and the consent of the parent is secured in writing before they are assigned to the work.

Safety Patrol Officer Felix Dunn, who is assigned by the Police Department to aid in the direction and supervision of the work of the patrol, reports having held 240 meetings with patrols in their respective schools and having made 550 visits to patrols while they were on duty. Officer Dunn also delivered talks on safety to the assembled pupils of each school during the year.

116 acts of special bravery on the part of members of the Safety Patrol were reported during the year. Each of these reports was investigated and verified. These reports were submitted to a committee of gentlemen interested in the safety of children who awarded prizes to eight members of the patrol whose acts of bravery in saving the lives of children were adjudged to be the most meritorious.

The Safety Patrol of Hawthorne Avenue School was awarded a silver cup donated by the Newark Safety Council for having maintained the greatest degree of efficiency during the year.

The Fife, Drum and Bugle Corps continues to be of great value to the patrol, as a means of promoting greater unity among the patrols at the various schools.

Special Investigations. Special Investigator John J. Hartford has investigated 380 cases reported to the office of the Bureau by principals of public schools during the year. Of these 31 were cases of robbery in public schools; 239 were cases of petty stealing; 50 were cases of vandalism and destruction of school property; 10 cases of immorality among school pupils; 30 cases of children who were suspected of being non-residents of this city and who were attending schools in this city without the payment of tuition; 20 cases of pupils who failed to return books and other public school property which had been loaned them during their school attendance. One pupil was detected stealing stamps and money from a school bank and was convicted and placed on probation to make restitution.

The Special Investigator caused the arrest and conviction of a colored man for having entered and robbed a number of school-houses during the year. This man was sentenced to the Rahway Reformatory. Three boys were convicted of having robbed seven schools and were sent to correctional institutions.

Through the work of the Special Investigator money, books and other school property to the value of \$1,353.66, which had been stolen during the year, were recovered and returned to the proper owners.

For the Year 1926-1927

There was a very gratifying increase in the per cent of attendance of all pupils in all of the public schools during this year. The per cent reported for year 1925-1926 was 91.5 per cent while that of this year was 92.1 per cent giving an increase of .6 of one per cent. This increase does not at first glance seem to be very large, however, when the fact that there are more than 80,000 pupils enrolled in the public schools and also that there are approximately 190 days during which the schools are in session, it can be seen that the increase means that there has been an increase of about 91,000 days present over the total number of days present during the school year 1925-1926.

During the past five years the per cent of attendance has been gradually increased from 90.9 per cent in 1921-1922 to 92.1 during this year. The high per cent attained this year was undoubtedly due to the almost perfect team work among principals, teachers, the Department of Medical Inspection, the Child Guidance Department, and this Bureau. The Juvenile Court and the probation officers have also been of much material assistance.

The total number of days present of all pupils in the traditional public schools was 10,014,850 days and the total number in the all-year schools was 3,346,558 days making a total of 13,361,408 days present in all of the public day schools.

The total number of days absent by pupils in the traditional public schools was 871,726½ days and the total number in the all-year schools was 275,745½ days making a total of days absent in all of the public day schools of 1,147,472 which shows a decrease in the total number of days absent during this year as compared to 1,219,310½ days absent during last year of 71,838½ days. Of the total number of days absent 45,678 were caused by quarantine of pupils which is a decrease of 12,585½ days lost through quarantine over the number (58,263½ days) which was reported during the year 1925-1926. This remarkable decrease in days lost through quarantine has been made possible through more intensive welfare work upon the part of the

attendance officers. Care has been taken to see that the child, because of whose illness other pupils were forced to absent themselves from school, received proper medical attention and that all pupils were returned to school as quickly as possible after the Board of Health had removed the quarantine.

38,151 cases of truancy, non-attendance and absence were reported to this Bureau by principals of public schools during the year. A great majority of these cases, as in the past, have been those of "repeaters" or chronic absentees who remain away from school upon the slightest pretext. Such pupils must be forced again and again to return to school and attend regularly. No amount of legal prosecution effects a cure for this evil. Indulgent and careless parents are to blame and before any satisfactory results are obtained they must be educated to the point where they realize their fault.

Disposition of these cases by this Bureau has been as follows: 30,644 cases were returned to public schools from which they were reported; 2,514 pupils, having proved that they possessed the necessary legal qualifications, were upon application of their parents granted "age and schooling" certificates and permitted to leave school to be legally employed. Every such child had been enrolled at either the Girls' or Boys' Continuation School. 1,826 pupils were found to have moved from the city. Each of these pupils has been followed up by a transfer card and in nearly every case the child enrolled at school in the new place of residence. This follow-up system is necessary in order that every child who enrolls at a public school in this city may be accounted for, i. e., must either be at school or be legally employed. 172 cases were found to be too ill to attend school. It is in such cases as these that attendance officers might be of greater service if they possessed a knowledge, however slight of diagnosis. It is ridiculous to suppose that attendance officers could, without a regular course of training in a medical school, diagnose cases of illness with any degree of accuracy but if a series of lectures could be arranged to be given them by medical authorities, they could at least be trained to detect some of the symptoms of serious illness. This would enable them to take the proper steps immediately to see that skilled medical attention is given and cause many cases of chronic illness among children to be averted. Ignorance on the part of parents is responsible for much illness that becomes serious and chronic which might have been checked in its incipency if some one had been able to give proper advice and aid. 646 pupils left the public schools and after the proper transfer had been made were enrolled in parochial and private schools. 650 pupils were found on the streets and returned to their regular

classrooms by attendance officers. The remainder were found to be pupils who had reached the maximum compulsory school age and had left school to be legally employed.

1,402 cases of absence, truancy and non-attendance were reported to the Bureau by principals and teachers of parochial and private schools during this year. 1,383 of these cases were returned to the school from which they were reported and the remainder were found to have moved from the city or to have left school to be legally employed.

In the discharge of their duty, attendance officers made 9,070 visits to public schools during the year. 560 of such visits were made to continuation schools. This city is divided geographically into attendance districts and an attendance officer is assigned to each district whose duty it is to report at each school, both public and parochial, in the district at least once in two school days. He or she is held responsible for the regularity of attendance in the district.

This custom of attendance officers personally visiting the schools at stated intervals has been very effective for the reason that it not only enables the officer to maintain close touch with the principal and teachers but it also facilitates the checking up of absent pupils. For example if a pupil is found to be absent without any reason known to the teacher, a form is given to the attendance officer upon his or her next visit to the school and he or she is enabled to visit the home of the pupil without delay, ascertain the cause of absence and immediately undertake to remove the cause and return the pupil to school. Quick action is necessary to good attendance work because pupils who remain away from school without cause for any length of time seem to lose interest in their school work and are quite likely to develop into chronic absentees.

1,420 visits were made to parochial and private schools and 70,979 were made to homes of pupils by attendance officers during the year. 11,909 of such visits were made to homes of pupils enrolled in continuation schools.

Attendance officers reported as a result of their investigations that the causes for the absences of the pupils reported were as follows: 11,044 cases were caused by personal illness or illness in the family which necessitated the absence of a pupil to help during the illness. There is reported each year a great number of cases of pupils who are unavoidably kept home from school to assist in the household work in homes where illness exists. No way seems apparent to avoid this sort of absence. It would certainly be almost criminal to compel a child of twelve or thirteen years of age to leave a sick mother alone

with several small children to care for in order to attend school.

Such cases are not few but many and if the illness is protracted the attendance officer must use every possible method to obtain the attendance of the child at school without causing too much hardship upon the rest of the family. In some cases it is possible to obtain the assistance of a relative or a neighbor to care for the patient and the small children during the hours when the absentee should be in school. In other cases it is possible to obtain relief through the organized charitable and welfare organizations but in many cases the only humane course is to procure all possible medical aid and care for the patient and allow the pupil to remain at home until the illness has passed and the home conditions become less acute.

14,177 cases were found to be caused by greed, carelessness and neglect of parents. It is very difficult in this city with a population composed of people from so many foreign countries to "sell" the value of education to the people. Parents settle here who have grown up in absolute ignorance in the country from which they came. They have no education and therefore do not see the need of it for their children. They have been imbued with the idea that their children belong to them, body, mind and soul and that it is their privilege to do with them as they wish without regard to any laws or restrictions. In most of these cases the sole idea of the parents is to put the child to work as quickly as it has capacity for earning. They take no thought for the future of the child. What the child does during its early childhood is a matter of utter indifference to them. In most of these cases the attendance officers, after long continued patient work, helping to solve the family problems and winning the respect and confidence of the parents, are able to convince them of the great advantages offered their children through the education given in public schools and thereby secure their cooperation in causing their children to attend school regularly.

It is in this work particularly, that attendance officers who are socially trained, intelligent welfare workers are most urgently required. 4,620 cases were reported to be caused by quarantine. In these cases as in cases of chronic illness, an ability on the part of attendance officers to recognize symptoms of a contagious disease would be invaluable. Parents do not suspect that because a child complains of a sore throat it may be developing a case of diphtheria or scarlet fever and they endeavor to cure the ailment through the use of home remedies, instead of immediately securing medical assistance. Attendance officers who could detect a contagious disease or who might be able to detect suspicious symptoms would be able to promptly secure

medical aid and thereby prevent the spread of contagion among children to a great degree.

2,514 cases were reported to be pupils who had applied for and secured "age and schooling" certificates and who had left school to be legally employed. It is gratifying to be able to report that there has been but a slight increase in the number of "age and schooling" certificates granted to pupils in the past seven years. During the school year 1920-1921 the number of such certificates issued was 2,305 which compared with the number issued during this year shows, despite the increase in school enrollment, an increase of but 209. This is probably due mainly to the fact that greater pressure is now brought to bear upon parents of prospective workers by the attendance officers to allow their children to remain in school until they have at least completed the eighth year grade. Another reason for it is the fact that no such certificate is ever granted to a pupil until he or she has presented an "employer's certificate" signed by the prospective employer. These "employer's certificates" are given to the attendance officers for investigation and report upon the desirability of the proposed employment for the child. As a result of such investigation many "age and schooling" certificates are refused because of the nature of the work proposed or because of the unsanitary condition of the place of employment or for some other good reason.

1,150 cases were found to be caused by truancy, i. e., pupils absenting themselves without the knowledge or consent of parents. The number of such cases reported during the last year was 1,203, showing a decrease for this year of 53 cases. Whenever real cooperation of parents can be secured in dealing with these cases it is usually possible to effect a cure without resorting to drastic methods. If such cooperation is not obtainable parents of such pupils are compelled to make formal complaint against them in the Juvenile Court, or suffer prosecution themselves.

1,826 cases were found to be children who had moved from the city. These cases were followed up in the school district to which they had moved and in almost every instance were enrolled in school from their new residence.

674 cases were found to be of pupils who were absent because of lack of clothing or shoes. Each of these cases was provided with clothes or shoes as needed, either through pressure brought to bear upon the parents or through the "indigent school children's relief fund."

2,150 cases were of pupils who were absent or truant from continuation schools. Through the cooperation of employers,

parents and teachers, the Bureau was able to return almost every one of these pupils and compel them to attend regularly.

The Director of the Bureau and his assistants have held personal interviews at the office with 18,443 parents and pupils during the year. The crowded condition of the office because of inadequate room and lack of sufficient help has been a great detriment to the efficiency of this very important part of the work of the Bureau. Parents in particular, will not tell of the deficiencies of their children or describe their home or family conditions in an office in which are a number of other people. There is no privacy possible in the quarters now occupied by the Bureau. It is to be hoped that in the new building there will be a possibility of conducting these interviews under proper conditions.

Principals of public schools recommended 153 boys for transfer to ungraded schools. Many more boys should have and doubtless would have been recommended for such transfer were it not for the knowledge on the part of principals that such transfer could not be made because of lack of room. The opening of the new ideal ungraded school building on Arlington Avenue has relieved the situation to some degree but at least two additional buildings patterned after the Arlington Avenue building should be provided at once.

197 pupils were suspended from the public schools during the year. These cases are referred by the Superintendent of Schools to the Bureau for investigation and recommendation. The investigation by the Bureau entails among other factors the submission of a detailed report to the Child Guidance Department. Such report contains the family history, the home conditions, the physical history of the pupil from birth, the school history of the pupil and the cause for suspension. After a mental examination of the child by the Child Guidance Department, a report is made to the Bureau by that department to be taken into consideration when a recommendation is made for the disposition of the pupil. 175 of such pupils were transferred to schools other than the one from which they were suspended and 22 were given another trial at the school at which they were in attendance.

The table on page 223 gives the number of pupils at each school recommended for transfer to ungraded schools and the number suspended during the year, and also shows the number of suspended and recommended pupils received at each school.

School Census. A complete revision of the continuous school census has been made during the year. The School Census Officer has on file in his office a card for every number of every street in the city showing who resides at each number,

the names of all of the children in the family from the age of three years to eighteen and what school each child attends or where he or she is at work. Wherever there is a building other than a residence or where there is open space the fact is shown upon a card in the census files.

It is my belief that every child residing in this city is accounted for in the census files and it is my hope that through the aid of the pupil school census officers, the files may be continuously kept up to date. This Bureau is not so much concerned as to the number of children of school age that reside in the city but rather is it concerned with the question of where such children are located and whether or not they are in regular attendance at school.

Safety Patrol. It is with a keen sense of pride that I am again able to report that no child has been killed or injured in an accident in the vicinity of a schoolhouse in the city while the Public School Safety Patrol was on duty. This is the tenth successive year that I have been able to make this gratifying report.

The number of Public School Safety Patrol officers remains about the same as last year, i. e., about twelve hundred boys and three hundred girls. The boys are stationed at the curb in front of the schoolhouses and at dangerous crossings to protect pupils on the way to and from school. The girls are stationed in the courts and hallways of schoolhouses to care for the safety of smaller children. The value of Public School Safety Patrols is recognized throughout this country. Many cities have organized patrols and a great national organization is planning the organizing of patrols in nine hundred cities. It should be a matter of great satisfaction and pride to the Board of Education and the Police Department of this city that the first plans of using older pupils as a safety patrol to care for the safety of children on their way to and from school was conceived and carried out ten years ago in this city. That was the beginning of the Public School Safety Patrol idea which has spread through the country and has proved to be an invaluable part of the public school system.

Safety Patrol Officer Felix Dunn reports having held 251 meetings with patrols in their respective schools and having made 565 visits to patrols while they were on duty. Officer Dunn also addressed the teachers and pupils of each school in the city at assembly on Safety and the Prone Pressure System of Resuscitation.

118 acts of special bravery on the part of members of the patrol were reported during the year. Every such report was

carefully investigated and verified. A committee composed of the Chief of Police, the Chief of the Fire Department, the Secretary of the Newark Safety Council, and the Director of Safety Education of the Public Service Corporation, after careful consideration of these reports, chose ten acts of bravery as having been the most meritorious and a prize was awarded to each of the safety patrol officers who performed these deeds of bravery.

The Belmont Avenue School Safety Patrol was awarded a silver cup donated by the Newark Safety Council for having maintained the highest degree of efficiency during the year. The Safety Patrol Fife, Drum and Bugle Corps has been called upon to play in several parades and has led the Public School Safety Patrol in its parades to theatre parties, etc. It continues to be a great factor in maintaining interest in the patrols at the various schools.

Special Investigations. The Special Investigator reports having made investigations in four hundred cases of vandalism, petty thieving, robbery, immorality among pupils, non-payment of tuition, and failure to return text books during this year. In almost every case the culprit has been detected and punished and the stolen goods recovered or restitution made for them. Wherever an act of vandalism has occurred at a schoolhouse the Special Investigator has traced the perpetrators of the mischief and caused either the pupil or his parents to pay for all damage. There was a decrease in the number of text books reported as lost during this year as compared with the number reported as lost during the school year 1925-1926. Money, books and other school property to the amount of \$1,256.20, which had been stolen during the year, were recovered and returned to the rightful owners.

SCHOOL	JULY 1925 to JUNE 1926				JULY 1926 to JUNE 1927			
	Recommendations		Suspensions		Recommendations		Suspensions	
	Sent from	Transferred to	Sent from	Transferred to	Sent from	Transferred to	Sent from	Transferred to
Abington Avenue.....	4	3	12	5	4	2	13	3
Abington Avenue (Binet).....	.....	.....	.....	.....	.....	1	.....	5
Alexander Street.....	2	3	1	1	1	1	1	1
Alyea Street Binet.....	.....	2	.....	1	.....	.....	.....	1
Ann Street.....	14	6	1	4	3	2	.....	.....
Arlington Avenue Ungraded.....	.....	21	3	33	.....	16	.....	19
Avon Avenue.....	4	1	14	4	.....	.....	4	1
Barringer High.....	.....	.....	2	1	.....	.....	5	1
Belmont Avenue.....	12	2	9	4	18	1	13	5
Bergen Street.....	3	2	8	3	.....	3	4	2
Boys' Vocational.....	.....	.....	.....	2	.....	.....	.....	.....
Bruce Street.....	1	.....	.....	.....	2	.....	.....	.....
Burnet Street.....	23	5	6	5	10	2	6	1
Camden Street.....	2	2	6	8	1	.....	5	.....
Central Avenue.....	14	10	4	3	5	2	14	7
Central High.....	.....	.....	.....	2	.....	.....	.....	1
Charlton Street.....	2	2	1	1	.....	.....	1	4
Chestnut Street.....	5	3	.....	1	4	2	.....	5
Chestnut Street Ungraded.....	.....	14	.....	11	.....	11	.....	14
Cleveland.....	3	.....	18	10	1	2	8	4
Coe's Place Binet.....	.....	.....	.....	5	.....	3	.....	1
East Side High.....	.....	.....	.....	.....	.....	.....	.....	1
Eighteenth Avenue.....	5	3	4	4	1	3	.....	2
Eighteenth Avenue Binet.....	.....	.....	.....	.....	.....	3	.....	4
Elizabeth Avenue.....	.....	.....	.....	1	.....	.....	.....	.....
Elizabeth Avenue Open Air.....	.....	.....	.....	.....	.....	.....	.....	.....
Elliott Street.....	6	1	2	.....	8	2	1	2
Fifteenth Avenue.....	5	4	6	1	5	1	14	2
Fifteenth Avenue Binet.....	.....	.....	.....	2	.....	.....	.....	1
Fourteenth Avenue.....	4	2	8	6	.....	.....	5	2
Franklin.....	1	4	12	5	3	2	3	4
Garfield.....	9	4	.....	1	4	.....	.....	2
Hawkins Street.....	1	.....	5	.....	.....	.....	.....	.....
Hawthorne Avenue.....	3	2	5	3	.....	1	2	1
Lafayette Street.....	2	3	3	.....	1	.....	.....	3
Lincoln.....	4	1	.....	.....	2	.....	1	.....
Madison.....	.....	2	.....	3	.....	.....	.....	1
Maple Avenue.....	.....	.....	.....	.....	.....	1	.....	1
McKinley.....	14	10	16	5	.....	2	17	3
Miller Street.....	6	1	6	2	3	2	6	2
Monmouth Street.....	.....	.....	7	.....	.....	.....	1	1
Montgomery Street.....	2	1	9	10	2	3	2	3
Morton Street.....	.....	5	10	5	6	.....	8	4
Newton Street.....	1	7	11	1	.....	2	8	3
Oliver Street.....	6	3	.....	.....	6	1	.....	1
Peshine Avenue.....	2	.....	3	3	.....	.....	1	.....
Ridge Street.....	.....	1	1	.....	.....	1	4	.....
Robert Treat.....	22	3	.....	5	11	1	.....	7
Roseville Avenue.....	.....	1	.....	.....	.....	1	3	.....
South Street.....	.....	.....	4	4	.....	.....	.....	.....
South Eighth Street.....	1	1	.....	1	1	2	.....	3
South Seventeenth Street.....	11	4	.....	3	7	3	.....	4
South Side High.....	.....	.....	.....	.....	.....	.....	.....	.....
South Tenth Street.....	2	2	3	5	1	2	1	4
South Tenth St. Ungraded.....	.....	29	.....	17	.....	12	.....	12
Speedway Avenue.....	.....	.....	1	.....	.....	.....	1	.....
State Street Binet.....	.....	2	1	5	.....	3	.....	3
Summer Avenue.....	1	2	15	7	1	3	8	3
Summer Place.....	.....	.....	.....	.....	1	.....	1	.....
Sussex Avenue.....	.....	2	1	1	.....	.....	4	1
Walnut Street.....	1	.....	.....	.....	.....	.....	.....	.....
Warren Street.....	1	4	1	.....	1	.....	3	.....
Washington Street.....	.....	2	.....	.....	1	2	5	1
Waverly Avenue.....	.....	.....	2	1	.....	.....	2	1
Webster Street.....	70	64	10	3	32	20	5	2
West Side High.....	.....	.....	.....	.....	.....	.....	.....	1
Wickliffe Street Binet.....	.....	.....	.....	.....	.....	.....	.....	1
Wilson Avenue.....	9	9	4	3	1	3	12	1
Overage.....	.....	3	.....	1	.....	1	.....	2
"Age and Schooling".....	.....	9	.....	8	.....	6	.....	4
Parochial.....	.....	2	1	3	.....	2	.....	5
City Home.....	.....	2	.....	3	.....	1	.....	.....
Moved out of city.....	.....	4	.....	5	.....	3	.....	2
Pending transfer to Binet.....	.....	.....	.....	.....	.....	5	.....	6
Pending transfer.....	.....	.....	.....	.....	.....	8	.....	13
Essex County Boys' Voc.....	.....	.....	.....	.....	.....	1	.....	1
State Home for Boys.....	.....	1	.....	2	.....	.....	.....	1
State Home for Girls.....	.....	1	.....	.....	.....	.....	.....	.....
Total.....	278	278	236	236	153	153	197	197
Cases which have been pending—transferred to ungraded schools.....	.....	.....	.....	.....	51	.....	.....	.....

SUMMARY

	1925-26	1926-27
Pupils reported by principals of public schools	40,135	38,151
Pupils reported by principals of parochial and private schools	1,905	1,402
Visits to public schools by attendance officers	11,409	9,070
Visits to other schools by attendance officers....	1,746	1,420
Visits to homes by attendance officers.....		70,979
Visits to homes by attendance officers (continuation schools)	9,050	11,909
Parents personally interviewed by Director of Attendance, Child Welfare and School Census	10,558	18,443
Parents notified by attendance officers to call at school for interview.....	2,666	2,239
Legal notices served.....	1,818	1,451
Pupils returned to public schools by attendance officers	32,208	30,644
Pupils returned to parochial and private schools by attendance officers.....	1,252	1,383
Children over fourteen years of age returned to school	6,700	6,843
Cases of absence found to be caused by illness	10,379	11,044
Cases of absence found to be caused by lack of clothing	424	674
Pupils who left the public school and are attending parochial and private schools.....	630	646
Pupils who left the parochial and private schools and are attending public schools.....	216	160
Pupils who have moved out of city.....	2,275	1,826
Pupils found to be too ill to attend school.....	150	172
Pupils found on the street and taken home by attendance officers.....	530	539
Pupils found on the street and taken to school by attendance officers.....	721	650
Parents summoned to Court.....	1,685	1,356
Boys sent to City Home.....	3	1
Calls made upon parents in cases of discipline	288	1,723
Boys recommended for ungraded schools.....	239	153
Boys transferred to ungraded school.....	125	135
Boys recommended from ungraded schools to graded schools	9	8
Transfer cards investigated by attendance officers	4,048	6,095
Badges and permits issued to newsboys.....	32	22
"Age and schooling" certificates granted.....	2,407	2,514
Parents prosecuted and convicted for violation of the Compulsory Education Law.....	57	44
Parents prosecuted and convicted for violation of the Child Welfare Law.....	6	2

VI. DEPARTMENT OF MEDICAL INSPECTION

DR. GEORGE J. HOLMES

Supervisor

STATISTICS

COMPARATIVE TABLE OF MEDICAL INSPECTION OF NEWARK PUBLIC
SCHOOLS—FROM JULY 1925 TO JUNE 1927, INCLUSIVE

	1925-1926	1926-1927
Total number of pupils inspected.....	548,626	558,776
Total number of pupils excluded.....	9,074	9,678
Total number of treatments given.....	156,657	169,711
Total number of pupils vaccinated.....	7,961	8,965
Total number of classes inspected.....	24,803	21,304
Total number of physical examinations.....	28,541	43,630
Total number of subsequent physical examinations.....	9,315	11,540
Total number of personal hygiene talks.....	30,361	36,207
Total number of home visits, old and new.....	20,217	17,245
Total number of pupils taken to dispensary.....	2,376	1,798
Total number of pupils taken to optician.....	86	95
Total number of haemoglobin tests conducted.....	231	139
Total number of cultures taken.....	571	365
Total number of rooms fumigated.....	2,154	1,829
Total number of parent visits at school.....	11,959	14,168
Total number of heart and lung examinations.....	12,207	15,568
Total number of cases cured.....	44,916	46,012
Total number of cases referred to charitable organizations.....	264	718
Per capita cost of medical inspection.....	\$1.62	\$1.67
<i>Exclusions</i>		
Abscess.....	3	2
Adenitis.....	8	17
Chickenpox.....	346	431
Chorea.....	30	18
Contagious eye disease.....	622	411
Contagious impetigo.....	210	260
Diphtheria.....	17	34
Erysipelas.....	1	1
Favus.....	1	1
Fever, Headache, etc.....	2,884	2,548
Epidemic Cerebro Spinal Meningitis.....	1	1
Influenza.....	14	19
Measles.....	206	90
Mumps.....	100	578
Non-contagious eye affections.....	32	37
Pulmonary tuberculosis.....	7	11
Not vaccinated.....	40	55
Ringworm.....	118	92
Tonsilitis.....	370	371
Trachoma.....	10	6
Scabies.....	176	174
Skin disease.....	156	164
Scarlet Fever.....	54	84
Suppurating ear disease.....	32	43
Uncleanliness.....	792	514
Whooping cough.....	32	102
Vermin.....	1,719	2,158
Quarantine.....	298	481
Others.....	795	977
<i>Treatments</i>		
Acute conjunctivitis.....	937	705
Scabies.....	168	127
Ringworm.....	3,637	3,028
Impetigo.....	12,173	10,859
Favus.....	14	10
Eczema.....	2,383	1,959
Molloscum Contagiosum.....	2	2
Infected wounds.....	45,901	53,325
Vaccination dressings.....	44,503	43,659
Others.....	46,939	56,037

COMPARATIVE REPORT OF PHYSICAL EXAMINATIONS AND DEFECTS FOUND

	1925-1926		1926-1927	
	Number	Per cent	Number	Per cent
Number of physical examinations.....	28,541		43,630	
Number of normal pupils.....	7,749	27.15	23,679	54.35
Number of pupils with defects.....	20,792	72.85	19,951	45.65
Defects found—				
Nutrition.....	3,583	10.65	3,385	10.41
Enlarged cervical glands.....	1,243	3.20	1,547	4.76
Goitre.....	18	.05	107	.33
Chorea.....	41	.12	40	.12
Cardiac disease.....	229	.71	588	1.81
Pulmonary tuberculosis.....	146	.43	70	.22
Skin disease.....	185	.55	280	.86
Defective spine.....	329	1.00	483	1.49
Defective chest.....	177	.52	195	.60
Defective extremities.....	248	.74	360	1.10
Defective vision.....	2,225	6.52	2,498	7.69
Defective hearing.....	123	.38	181	.56
Defective nasal breathing.....	1,525	4.47	1,242	3.83
Defective teeth.....	15,617	45.90	14,342	44.14
Deformed palate.....	111	.32	137	.42
Wry neck.....			1	
Osteomyelitis.....			10	.03
Hernia.....			12	.04
Impediment of speech.....	378	1.10	332	1.03
Hypertrophied tonsils.....	6,642	19.54	5,781	17.79
Post nasal growth.....	1,263	3.70	843	2.60
Mentality.....	36	.10	58	.17
	34,119	100.00	32,492	100.00

COMPARATIVE RECORD OF CASES COMPLETED

	1925-1926		1926-1927	
	Number	Per cent	Number	Per cent
Number of cases referred for treatment.....	46,309	-----	47,337	-----
Number of cases treated by nurses.....	19,903	-----	20,440	-----
Number of cases referred to other agencies for correction.....	26,406	-----	26,897	-----
Number excluded.....	3,765	-----	4,445	-----
Number of days lost in attendance.....	14,269	-----	20,180	-----
Number of home visits made by nurses.....	2,808	-----	2,310	-----
Cured.....	44,916	96.9	46,012	97.2
Improved.....	1,012	2.3	1,253	2.7
Not improved.....	381	.8	72	.1
Number of pairs of glasses obtained.....	917	1.8	1,080	2.3
Number of operations for tonsils.....	1,001	2.1	802	1.7
Number of operations for adenoids.....	421	.9	384	.8
Number who received dental treatment.....	5,928	12.8	5,558	11.8

NOTE.—Attention should be drawn to the fact that credit is taken by the Department for bringing about cures, even though the actual surgical operation, etc. was not conducted by members of the Department, for the reason that the interest shown on the part of the school physician and nurse resulted in a follow-up effort in these cases which finally brought them to a successful termination.

STATISTICS, FACTS AND INFORMATION OBTAINED BY CAREFUL STUDY
OF RECORDS OF ALL PUPILS ENROLLED IN ELIZABETH AVENUE
OPEN AIR SCHOOL, FOR THE SCHOOL YEARS 1925-1926
AND 1926-1927, INCLUSIVE

	1925-26	1926-27
Number of pounds gained by all pupils.....	1,051	912
Number of pounds lost by all pupils.....	11	9 $\frac{3}{4}$
Average weight on entrance, per pupil.....	68 $\frac{1}{2}$	65 $\frac{1}{4}$
Average weight on discharge, per pupil.....	80 $\frac{1}{2}$	77 $\frac{3}{4}$
Average height on entrance, per pupil.....	54"	53 $\frac{1}{2}$ "
Average height on discharge, per pupil.....	57"	57 $\frac{1}{2}$ "
Average per cent of haemoglobin on entrance.....	59 $\frac{0}{0}$	59 $\frac{0}{0}$
Average per cent of haemoglobin on discharge.....	61 $\frac{0}{0}$	58 $\frac{0}{0}$
Average age on entrance.....	10 yr.	10yr. 6mo.
Average age on discharge.....	10yr. 11mo.	11yr. 9mo.
Total number of physical defects.....	287	237
Total number of physical defects cured.....	144	117
Per cent of total enrollment subnormal in weight as to height.....	78 $\frac{0}{0}$	91 $\frac{0}{0}$
Per cent of total enrollment above normal in weight as to height.....	22 $\frac{0}{0}$	9 $\frac{0}{0}$
Per cent of total enrollment having a family history of tuberculosis.....	64 $\frac{0}{0}$	57 $\frac{0}{0}$
Per cent of total enrollment giving positive reaction to the Von Pirquet tuberculin test.....	100 $\frac{0}{0}$	81 $\frac{0}{0}$
Per cent of total enrollment in whom the disease in lungs was arrested.....	37 $\frac{0}{0}$	34 $\frac{0}{0}$
Per cent of total enrollment in contact with tuberculosis.....	17 $\frac{0}{0}$	9 $\frac{0}{0}$
Per cent of total enrollment having signs of tuberculosis.....	100 $\frac{0}{0}$	100 $\frac{0}{0}$
Average daily attendance.....	44.18 $\frac{0}{0}$	37.81 $\frac{0}{0}$
Average length of time in class, months.....	11	15

COMPARISON OF NUMBER OF DAYS LOST BECAUSE OF QUARANTINE

	No. of days lost		Per cent	
	1925-1926	1926-1927	1925-1926	1926-1927
Diphtheria	2,321	1,764	3.98	3.86
German Measles	426.5	221	7.3	5.5
Measles	36,059.5	1,367	61.82	2.90
Mumps	1,892.5	12,804	3.24	27.90
Chickenpox	8,253.5	11,630.5	14.15	25.45
Scarlet Fever	5,659.5	11,264	9.70	24.60
Erysipelas	305.5	415.5	5.7	9.0
Whooping Cough	3,171.5	5,982	5.43	13.05
Infantile Paralysis	26.5	65.5	0.5	1.4
Typhoid Fever	177.5	186.5	3.0	4.0
Smallpox	10	23	.01	.05
Spinal Meningitis	15	33	.02	.07
Trachoma				
Suspected Contagion		60.5		1.3
	58,318.5	45,816.5	100.00	100.00

REPORT OF SUPERVISOR OF MEDICAL INSPECTION 229

REPORT OF CASES SEEN AND TREATED IN THE PUBLIC SCHOOLS CLINIC FROM JULY 1, 1925 TO JUNE 30, 1927, INCLUSIVE

Eye Department	1925-26	1926-27
No. of old cases seen and treated.....	6,307	4,347
No. of new cases seen and treated.....	1,612	1,148
Total.....	7,919	5,495
<i>Affections of the Conjunctiva</i>		
Conjunctivitis, acute catarrhal.....	122	52
" chronic.....	16	4
" acute follicular.....	4	11
" acute contagious.....	3	4
" muco-purulent.....	11	4
" phlyctenular.....		10
Hemorrhage, subconjunctival.....	3	4
" traumatic.....	7	4
Foreign body in conjunctival sac.....	7	4
Traumatic lesions of conjunctiva.....	9	?
Episcleritis.....	2	1
<i>Affections of the Cornea</i>		
Keratitis, cicatricial, specific.....		1
" traumatic.....	2	
" phlyctenular.....	4	3
" interstitial.....	4	
Foreign body in cornea.....	8	6
Macula of cornea.....	8	10
Ulcer of cornea.....	5	3
" " traumatic.....	3	
" " infected.....	2	2
Opacities of cornea.....	1	
Burn of cornea.....	1	
<i>Affections of the Optic Nerve and Retina</i>		
Retinitis pigmentosa.....	4	2
Optic atrophy.....	6	1
Gloma of retina.....	1	
Opaque nerve fibres (left eye).....		1
<i>Affections of the Ciliary and Choroid</i>		
Chorio-retinitis.....	1	
Choroiditis, central.....	1	
Coloboma of choroid.....	1	1
<i>Amblyopia</i>		
Amblyopia.....	9	3
<i>Affections of the Lens</i>		
Cataract, congenital.....	1	5
" traumatic.....	3	2
<i>Affections of the Iris</i>		
Hemorrhage in anterior chamber.....		2
Iritis, acute.....	1	
Anterior synechia.....	1	
Rupture of iris.....	1	1
<i>Affections of the Eye Ball</i>		
Contusion of eye ball.....	11	1
Exophthalmos.....	1	
<i>Errors of Refraction</i>		
Anisometropia.....	1,615	1,326
Antimetropia.....	5	7
Astigmatism, hypermetropic.....	219	154
" " compound.....	372	206
" myopic.....	32	18
" " compound.....	172	54
" mixed.....	93	30
Hypermetropia.....	553	567
Myopia.....	201	276
Emmetropia.....	4	5

	1925-26	1926-27
<i>Affections of the Muscles and Nerves</i>		
Blepharospasm.....	2	..
Nystagmus.....	6	12
Strabismus, convergent.....	57	30
" divergent.....	5	..
" alternating.....	9	3
" periodical.....	2	..
<i>Affections of the Lacrimal Apparatus</i>		
Epiphora.....	6	1
Stricture of lacrimal duct.....	.....	1
<i>Affections of Vitreous Body</i>		
Opacities in vitreous.....	.....	2
<i>Affections of the Lids</i>		
Trichiasis.....	.....	1
Blepharitis, marginalis.....	22	24
" ulcerosa.....	22	5
Chalazion.....	3	9
Echymosis of lids.....	9	1
Contusion of lid.....	6	..
Hordeolum.....	27	11
Eczema of lids.....	4	3
Ptosis of lids.....	2	2
Edema of lids.....	1	..
Vaccinia inoculation of lid.....	1	..
Burn of lid.....	.....	1
Abscess of lid.....	.....	1
Verruca of lid.....	.....	1
<i>Unclassified</i>		
Nictitation.....	3	1
Pterygium.....	1	..
Trachoma.....	5	1
Herpes Zoster (ophthalmicus).....	2	..
Eviscerated eye ball.....	1	..
Refused treatment.....	5	5
Examinations which proved negative.....	5	6
<i>Operations performed</i>		
Foreign body in cornea removed.....	6	4
" conjunctiva removed.....	3	..
Hordeolum incised.....	1	1
Incision and expression of chalazion.....	.....	1
<i>Recommendations</i>		
Into conservation of vision class.....	18	12
Out of " ".....	10	10
Class for the blind.....	2	2
To hospital for X-ray.....	.....	1
Glasses prescribed.....	559	456
Glasses paid for.....	403	306
Glasses charged to the Board of Education.....	156	150
Ear Department		
No. of old cases seen and treated.....	143	91
No. of new cases seen and treated.....	245	185
Total.....	388	276
<i>Affections of the Auricle</i>		
Adenitis, post auricular.....	2	..
Eczema of auricle.....	3	..
Abscess of auricle.....	3	1
Post-auricular cyst.....	1	..
<i>Affections of the External Canal</i>		
Furuncle of external canal.....	13	14
Catarrh of external canal.....	8	..
Impacted cerumen.....	33	26
Otitis.....	3	..
Abrasion of external canal.....	1	1
He morrhage.....	1	..
Foreign body in external canal.....	1	2
Polypus of external canal.....	2	1
Traumatism of external canal.....	1	..
Eczema, external canal.....	.....	1

	1925-26	1926-27
<i>Affections of the Middle Ear</i>		
Acute exacerbation, chronic otitis media.....	2	3
Otitis media, acute catarrhal.....	16	18
" " chronic ".....	14	15
" " purulentia acute with perforation.....	4	7
" " " " without ".....	3	6
" " " " chronic, discharge.....	35	28
" " " " dry.....	5	5
Nerve deafness.....	4	.....
Catarrhal deafness.....	9	3
<i>Unclassified</i>		
Otalgia.....	49	29
Confusion of tragus.....	1	.....
Refused treatment.....	6	1
Examinations which proved negative.....	25	23
Parotitis.....	.....	1
<i>Recommendations</i>		
Referred to School for the Deaf.....	4	2
<i>Operations performed</i>		
Abscess of auricle, incised.....	1	2
Paracentesis of tympanin membrane.....	.....	4
Foreign body in external canal removed.....	.....	3
Nose and Throat Department		
No. of old cases seen and treated.....	60	32
No. of new cases seen and treated.....	350	195
Total.....	410	227
<i>Affections of the Nose</i>		
Abrasion of nose.....	2	2
Deviation of septum.....	6	5
Confusion of nose.....	5	5
Ulcer of septum.....	.....	1
Rhinitis, vaso motor.....	.....	1
Abscess of septum.....	.....	1
Foreign body in nose.....	.....	1
Eczema of nose.....	1	.....
Epistaxis.....	6	.....
Fracture of septum.....	1	.....
Fracture of nose.....	7	2
Rhinitis, acute catarrhal.....	3	6
" " chronic atrophic.....	2	2
" " " purulent.....	1	2
<i>Affections of the Naso-Pharynx</i>		
Adenoids with hypertrophied tonsils.....	62	118
Adenoids.....	37	2
Nasopharyngitis, acute.....	10	1
" " chronic.....	1	.....
<i>Affections of the Tonsils</i>		
Tonsilitis, chronic hypertrophic.....	127	13
" " " follicular.....	32	4
" " acute.....	6	1
<i>Affections of the Pharynx</i>		
Pharyngitis, chronic catarrhal.....	.....	1
Pharyngitis, acute catarrhal.....	3	1
Defective speech.....	4	9
Tongue-tie.....	1	.....
<i>Affections of the Larynx</i>		
Laryngitis, chronic hypertrophic.....	2	.....
<i>Unclassified</i>		
Cervical adenitis.....	4	1
Nasal polypus.....	5	1
Saddle nose.....	5	1
Facial paralysis (7th nerve).....	1	.....
Refused treatment.....	2	.....
Examinations which proved negative.....	14	11

<i>Recommendations</i>	1925-26	1926-27
Referred to speech defect class.....	5	9
Operation advised for tonsils.....	135	10
Operation advised for adenoids.....	46	2
" " " tonsils and adenoids.....	64	102
" " " deviated septum.....	4	1
" " " nasal polypus.....	3	-----
Referred to hospital for X-ray.....	1	-----

Operations performed

Incision of mucous membrane of septum.....	-----	1
Foreign body removed from nose.....	-----	1

Oral Hygiene Division (Clinical Department)

No. of old cases seen and treated.....	2,884	2,641
No. of new cases seen and treated.....	2,461	2,376
Total.....	5,345	5,017
Amalgam fillings.....	1,025	978
Amalgam fillings and cement base.....	25	67
Cement fillings.....	384	435
Zinc oxide treatment.....	570	483
Extractions, temporary.....	4,191	3,815
" permanent.....	736	650
Eugenol treatment.....	3	-----
Teeth charted.....	1,323	1,237
Pericemental treatment.....	5	-----
Artus separations.....	2	26
Silver reductions.....	2,285	2,169
Gums lanced.....	8	11
Gums treated.....	-----	14
Cleanings.....	693	595
Iodine applied to gums.....	7	-----
Cavity washed with phenol solution.....	26	12
Vincent's Angina treatment.....	-----	6
Impressions taken.....	-----	8
Gutta percha fillings.....	-----	1
Bite taken.....	-----	2
Oil of cloves treatment.....	-----	24
Novocain injections.....	-----	650
Cultured for Vincent's Angina.....	-----	8
Crown adjusted.....	-----	2

Recommendations

Referred to hospital for X-ray.....	3	9
" " private dentist.....	5	28
For Wasserman test.....	-----	2
To hospital.....	-----	4
Refused treatment.....	382	310
Number of operations performed.....	11,283	11,193
Number of cases completed.....	642	540

Oral Hygiene Division (Educational Dept.)

Total number of schools visited.....	60	64
Total number of visits made to schools.....	215	183
Number of schools in which toothbrush drills have been given.....	56	59
Number of drills given in auditorium and classroom.....	695	564
Of the above number of toothbrush drills given (1926-1927) 335 were illustrated by means of Delineascope Machine.		
Total number of pupils receiving toothbrush drills.....	29,035	28,884
Total number of lectures given in auditorium and classroom.....	263	226
Number of lectures illustrated by film.....	3	-----
" " " " Delineascope Machine-slides.....	137	32
Total number of pupils addressed.....	28,177	19,777
Total number of mouth inspections.....	4,421	3,257
(Of the above number of mouth inspections 1926-27, 2,428 were made in the kindergarten. The average number of cavities, 1926-27,—6.)		

General Medical Department

No. of old cases seen and treated.....	1,831	1,450
No. of new cases seen and treated.....	5,139	5,494
Total.....	6,970	6,944

REPORT OF SUPERVISOR OF MEDICAL INSPECTION 233

	1925-26	1926-27
<i>Working Papers</i>		
Granted.....	3,260	3,395
" after correction of teeth.....	645	199
" " " vision.....	106	154
" " " teeth and vision.....	21	2
" " " weight.....	1	2
" " " suitable position is secured (cardiac and chorea).....	27	5
Refused.....	965	655
" defective teeth.....	718	379
" " vision.....	163	234
" " teeth and vision.....	53	19
" underweight.....	8	8
" cardiac disease.....	22	14
" suspected tuberculosis.....	1	.....
" chorea.....	.....	1
Provisional working papers granted.....	80	130
Age certificates granted.....	126	155
<i>Vaccinations</i>	140	265
<i>Vaccination Exemptions Requested</i>	26	44
Granted.....	21	33
Refused.....	5	11
<i>Reasons for Granting Exemptions</i>		
For anaemia.....	2	.....
" infantile paralysis.....	2	.....
" general debility.....	8	.....
" smallpox immunity.....	4	7
" skin eruptions.....	1	.....
" repeated unsuccessful vaccination.....	3	12
" cardiac disease.....	1	.....
<i>Medical Cases</i>	988	1,700
Miscellaneous skin disease.....	89	244
Eczema.....	23	19
Impetigo.....	31	52
Gymnasium exemptions granted.....	11	14
" " refused.....	2	.....
Boils and abscesses.....	60	52
Abrasions.....	7	.....
Adenitis.....	11	12
Vaccination dressings.....	5	63
Haemoglobin tests conducted.....	7	.....
Scabies.....	88	64
Ringworm.....	43	24
Chorea.....	4	11
Miscellaneous.....	192	115
Infected wounds.....	349	411
Sprains and bruises.....	55	40
Fractures, old.....	2	3
" new.....	3	6
Burns.....	6	24
Physical examination.....	.....	546
<i>Recommendations</i>		
To hospital or dispensary.....	32	15
To family physician.....	20	17
For X-ray.....	9	6
<i>Physiological Cases</i>		
Physical examinations conducted for Psycho-Educational Department.....	308	.....
Physical examinations conducted for Child Guidance Department.....	156	.....
Lung Clinic		
No. of old examinations.....	228	173
No. of new examinations.....	86	98
Total.....	314	271
Lungs positive.....	89	61
Lungs negative.....	84	103
Diagnosis deferred.....	141	107

	1925-26	1926-27
Recommendations		
Into Nutrition Classes.....	17	34
Out of Open Air School.....	14	3
Into the Open Air School.....	40	30
For lung X-ray.....	116	105
Tonsillectomy advised.....	4	1
Cardiac clinic.....	4	.....
Sanatorium.....	5	1
Regular school.....	57	56
Excluded from school.....	4	1
Remain in Open Air School.....	25	27
To country.....	.....	1
Pathological Clinic		
Wasserman tests conducted.....	36	81
Positive.....	3	3
Negative.....	33	78
Von Pirquet tests conducted.....	33	76
Positive.....	12	28
Negative.....	21	48
Intradermal T. B. tests conducted.....	102	105
Strongly positive.....	37	46
Slightly positive.....	9	8
Negative.....	56	51
Urinalysis.....	62	90
Blood counts.....	9	9
Specific treatments.....	52	64
Tuberculin treatments.....	76	46
Specific catarrhal smear.....	4	11
Haemoglobin tests conducted.....	12	17
Miscellaneous.....	16	31
Stool examination.....	.....	2
Total number of Schick Tests conducted.....	6,469	6,790
Positive.....	2,520	3,290
Negative.....	3,949	3,500
Number of treatments of toxin antitoxin given.....	7,030	9,389
Number of "negative" certificates issued.....	3,933	3,500
Total number re-Schick tests conducted.....	.....	286
Positive.....	.....	26
Negative.....	.....	233
Number of protection certificates issued.....	.....	233
Orthopedic Department		
No. of old cases seen and treated.....	5,169	3,841
No. of new cases seen and treated.....	232	334
Total.....	4,501	4,175
Scoliosis.....	108	175
Lordosis.....	12	56
Flat foot.....	53	96
Round shoulders.....	.....	189
Promated feet.....	.....	124
Kyphosis.....	78	41
Poor posture.....	46	.....
Infantile paralysis.....	10	9
Fatigue posture.....	.....	15
Protruding abdomen.....	.....	191
Club feet.....	2	.....
Chest deformity.....	13	112
Wry neck.....	2	3
Underweight.....	28	.....
Spastic paralysis.....	1	.....
One leg shorter.....	.....	5
Cardiac cases.....	35	.....
Rickets.....	4	2
Birth paralysis.....	1	.....
Overweight.....	15	.....
Congenital hip dislocation.....	.....	2
Miscellaneous.....	3	.....
Diagnosis deterred.....	.....	6
Re-examinations.....	.....	686

REPORT OF SUPERVISOR OF MEDICAL INSPECTION 235

<i>Recommendations</i>	1925-26	1926-27
Other corrective centers.....		37
Referred to corrective exercise classes.....	205	360
" " orthopedic specialist.....	17	33
" " corrective class at Barringer High School.....	11	-----
" " after-school clinic at Oliver Street School.....	3	-----
" " " " clinic at 18th Ave. School.....	38	-----
" " Central High School clinic.....	1	-----
" " lung clinic.....	1	-----
" " cardiac exercise class.....	47	32
" " cardiac specialist.....	6	20
" " School for Crippled Children.....	2	6
" " medical examination.....	1	-----
" " physical training director.....	2	-----
To take regular gymnasium.....	6	400
To report later.....	78	132
Excused from gymnasium.....	42	53
To attend regular school.....	1	-----
Reexamined.....	200	-----
Light gymnasium work.....	-----	22
Other clinics.....	-----	14
Discharged, cured.....	28	37
" other reasons.....	20	50
" temporarily.....	16	-----

Nutrition Department

	1925-1926			1926-1927		
	Boys	Girls	Total	Boys	Girls	Total
Children weighed and measured.....	10,919	9,734	20,653	24,621	23,683	48,304
Number normal weight.....	7,973	6,255	14,228	18,127	15,399	33,526
Per cent normal weight.....	73%	65%	69%	74%	65%	70%
Underweight 7% and more.....	2,534	3,010	5,544	5,544	7,190	12,734
Per cent underweight.....	23%	31%	27%	23%	30%	26%
Overweight 20% and more.....	412	469	881	950	1,094	2,044
Per cent overweight.....	4%	4%	4%	3%	5%	4%

REPORT OF TYPE A CLASSES

	1925-26	1926-27
Total number of members enrolled.....	1,269	3,013
Average number members per class.....	27	31
Number dropped from classes.....	280	948
Percentage reaching normal weight zone.....	57%	52%
Number graduated.....	120	140
Average per cent underweight entering class.....	12%	11.4%
Average per cent underweight at end of term.....	6%	6.8%
Total number of attendance.....	14,403	32,545
Average weekly attendance per class.....	22	27
Total pounds gained, net.....	7,340	12,282
Average weekly gain per class (pounds).....	.45	.35
Total visits of parents at schools.....	9,105	16,143
Average attendance of parents (class).....	16	16
Percentage of attendance of parents (class).....	73%	68%
Total visits of doctors.....	330	441
Number of physical examinations.....	1,125	2,199
Average number of defects per child.....	7.6	8
Number recommendations made.....	1,194	4,147
Percentage of recommendations carried out.....	68%	60%
Number requiring adenoid-tonsil operation.....	235	819
Per cent requiring adenoid-tonsil operation.....	21%	37%
Number adenoid-tonsil operations.....	144	274
Per cent adenoid-tonsil operations.....	61%	33%
Average number diet records brought in (class).....	11	-----
Average number red stars weekly (lunches-class).....	18	-----
Average number blue stars weekly (rests-class).....	16	-----
Total number of class sessions.....	673	1,327
Total number of weighings.....	14,504	37,180
Rate of class gain (average).....	283%	237%
Total number of home calls.....	1,777	3,037

REPORT OF PHYSICAL EXAMINATIONS

	1925-26	1926-27
Total number of physical examinations.....	1,125	2,199
Total number of defects found.....	8,173	17,203
Adenoids and tonsils.....	249	774
Enlarged tonsils (observation).....	76	205
Granular pharynx.....	316	695
High arch palate.....	187	467
Papilloma Uvula.....	1	1
Defective teeth.....	464	1,034
Malocclusion.....	52	101
Enlarged turbinates.....	26	130
Deviated septum.....	171	524
Anterior cervical glands enlarged.....	777	1,730
Posterior cervical glands enlarged.....	707	1,310
Epitroclear glands enlarged.....	15	361
Thyroid glands enlarged.....	261	376
Sub-maxillary glands enlarged.....	1	5
Thickened ear drum.....	149	440
Cerumen impacted.....	197	416
Chronic Otitis Media.....	1	3
Strabismus.....	62	101
Conjunctivitis.....	229	477
Elepharitis.....	50	51
Nyctlagmus.....	6	
Defective vision.....	50	67
Pediculosis.....	44	45
Eczema.....	1	8
Acne.....	1	
Scabies.....	2	3
Ichthyosis.....	2	2
Flat chest.....	328	798
Funnel chest.....	175	491
Harrison groove.....	108	462
Pigeon chest.....	181	286
Beaded chest.....	1	
Bronchitis.....	46	57
Valvular heart disease.....	27	53
Heart (murmurs, etc.).....	27	53
Hernia.....	15	31
Appendix.....	8	10
Adherent prepuce.....	65	62
Enuresis.....	21	11
Fatigue posture.....	914	1,651
Round shoulders.....	769	1,516
Protruding abdomen.....	138	877
Lateral curvatures.....	863	1,342
Deformed spine.....	1	
Lordosis.....	130	155
Kyphosis.....	4	28
Flat foot.....	198	550
Foot inversion.....	2	
Rhinosis.....		13
Asthma.....		2
Thymosis.....		1
Perforated ear drum.....		2
Chorea.....		2
Von Pirquet test.....	61	92
Mantoux test.....	5	
Wasserman test.....	5	38
X-Ray.....	20	32
Urinalysis.....	84	70
Blood count.....	5	15
Stool examination.....	4	5
Eye examination.....	84	101
Lung examination.....	6	33
Electro-cardiograph.....		1
Protein sensitization.....		2

REPORT OF SUPERVISOR OF MEDICAL INSPECTION 237

REPORT OF TYPE B CLASSES

	1925-26	1926-27
Total number of pupils enrolled.....	5,000	11,058
Total number of classes.....	170	262
Total number of weighings.....		50,129
Average monthly gain per child (pounds).....	.68	.62
Average monthly gain per child (underweights) (pounds).....		.66
Number classroom lessons.....		1,014
Total number of physical examinations.....	572	893
Number recommendations made (approximate).....		1,251
Number of defects corrected (approximate).....	364	648
Per cent of defects corrected (approximate).....		52%
Total number of home calls.....	651	1,078
Number special parents meetings.....	8	355
Parent visits to school (approximate).....		16,500

Percentage of malnutrition reduced as follows:

	1926-1927	
	September	June
Alexander Street.....	from 32 $\frac{0}{10}$	to 14 $\frac{0}{10}$
Garfield.....	" 30 $\frac{0}{10}$	" 26 $\frac{0}{10}$
Hawkins Street.....	" 32 $\frac{0}{10}$	" 25 $\frac{0}{10}$
Lincoln.....	" 33 $\frac{0}{10}$	" 27 $\frac{0}{10}$
Madison Junior High.....	" 30 $\frac{0}{10}$	" 23 $\frac{0}{10}$
Maple Avenue.....	" 24 $\frac{0}{10}$	" 14 $\frac{0}{10}$
Ridge Street.....	" 31 $\frac{0}{10}$	" 24 $\frac{0}{10}$
Roseville Avenue.....	" 27 $\frac{0}{10}$	" 17 $\frac{0}{10}$
South Tenth Street.....	" 22 $\frac{0}{10}$	" 22 $\frac{0}{10}$
Speedway Avenue.....	" 24.3 $\frac{0}{10}$	" 23 $\frac{0}{10}$
Sussex Avenue.....	" 28.5 $\frac{0}{10}$	" 22 $\frac{0}{10}$
Waverly Avenue.....	" 26 $\frac{0}{10}$	" 24 $\frac{0}{10}$

	1925-26	1926-27
No. of old cases seen and treated in all departments.....	16,394	12,402
No. of new cases seen and treated in all departments.....	10,039	9,732
Total number of cases seen and treated in all departments.....	26,433	22,134

VII. THE DEAN OF HIGH SCHOOL GIRLS

MRS. MARY D. POLAND

The current year closes the ninth of my incumbency of the office of dean of girls of the Newark high schools. When the office Dean of Girls was created in the high schools of the country, some ten years ago, the term had no universal meaning. There was no past history. Every dean appointed was thrown upon her own resources to adapt the office the best she could to the school she served.

Gradually the scope of her duties has made progress toward standardization. There are, however, so many angles to be met, the variety of problems being limited only by the number of students with whom she comes in contact, that standardization, in its accepted meaning, is not wholly desirable. As a basis for recommendation which I wish to make, allow me to tabulate a few outstanding functions conceded as common in the work of all who hold this office.

1. The dean should function as an active member of the faculty of the school to which she belongs. She should have a voice in the determination of educational policies for she shares responsibility with her colleagues for the academic standing of the students.

She is an organizer and an administrator and in both capacities she needs the cooperation of the other members of the faculty. It is essential that her fellow teachers be conversant with her work that they may be coordinated toward the same objectives.

The social curriculum is too comprehensive to be administered by one person. The dean's character-making program to be developed through extra-curricular activities, requires a group of helpers who, expert in their line, have sympathy and understanding and willingness to work for the desired ends.

2. The motives which, when properly developed, afford fullest enjoyment of life are intellectuality, character and personality. The first is taken care of by the academic curriculum, the second and third by the social curriculum.

It is my experience that when a student is so maladjusted as to be unable to get on well with other students, it leads to indifference toward school work, disobedience of regulations, and often to moral debentures such as untruthfulness and dishonesty and that this condition is responsible for a larger percentage of "dropping out" than is inability to pursue the studies.

That this problem may be met by means of extra-curricular activities is recognized so that it needs no further discussion here. I am convinced that every high school girl and boy imperatively needs at least one avenue of relaxation and expression such as is supplied by clubs or other social organizations or activities. To be able to enroll every student in a congenial club requires the preliminary organization of many clubs. It requires also, enlisting the good will of teachers who will assist as sponsors for the clubs.

Apropos of the good results of common interest and common endeavor, note the success of extra-curricular activities in our youngest member, West Side High School. When, at the request of Mr. Johnson, the principal, I organized there a Girls' League, similar to the one which has been functioning for several years at Barringer, he placed every woman member of the faculty on one of the various committees. Under such efficient guidance, the girls have taken hold with an enthusiasm, intelligence and enjoyment that is making a record organization. Although the school is only one year old there are many clubs all under faculty supervision, which are operating successfully. In addition to the Girls' League there are: Athletic Club, Girls' Service Club, Boys' Service, Tennis Club, T-Square and Triangle Club, Dramatic Club, Civic Club, Science Club, Fencing Club, Cookery Club, Sewing Club, 1B Boy Class, Girls' Freshman Club, Sophomore Club, 3B Class, 3A Class, 4B Class, French, German and Italian Clubs, Glee Club, Orchestra. The school is also publishing a newspaper.

Where there are many extra-curricular organizations it is necessary of course to limit the number of activities in which a student may indulge.

3. Emphasis has been placed during the past year, upon the growing importance of the school's endeavors on behalf of better student health. Deans of colleges and of high schools throughout the country have been urged to accumulate data regarding the existent student health service in the schools, need of better facilities and personnel in the service and for adequate health instruction. They are urged to cooperate in any movement looking to improve student health.

4. Vocational guidance is always an important function of the dean. Students need help to find themselves. With some four hundred avenues of employment available, it is tragic that one should be chosen which is not adapted to the person's taste and talents, and hence must inevitably result in hopeless drudgery.

5. The young people need to be shown that this is an age of specialists. All lines of business demand expert knowledge

and ability. The day has passed when any one willing to work may fill any job and trust to learn *how* through experience in the job. Our boys and girls need assistance to choose the occupation to which they are best adapted. They must be given information as to the training required and where it may be obtained.

Vocational guidance includes help in making the decision whether or not a student should go to college. Too many high school graduates go to college who are not of "college timber," and many, unfortunately, who have the intellectual equipment are turned aside on account of lack of financial means or other barriers which might have been surmounted by consultation with a wise counselor.

6. There is as yet an unsolved problem upon the solution of which much thought is being expended by the National Association of Deans. It is, how to bridge the gap between high school and college as it exists today. Approximately one hundred thousand girls and boys enter college every year upon their graduation from high school. These are a highly selected group of students. They are admitted to college upon superior standing in high school or successful passing of the entrance examination instituted by the colleges or upon psychological tests. They all are thrilled by the new experience of going to college and the majority of them, if not all, are filled with ambition to succeed and a determination to work hard.

Statistics show that four and a half months later, at the close of the first semester, one-fifth of this selected group return to their homes "flunked out of college." I have stood in the corridor outside the dean's office of one of our leading women's colleges and watched the girls, mainly freshmen, come out one by one with red and swollen eyes and have heard them declare hysterically that they can never go home to face parents and friends! Something is wrong. Just what or where it is we do not know. Is it the high school or the college? If the high school, are its scholastic standards so different from those of the college? If the college, has it made a mistake in selecting or after selecting?

This is a grave problem affecting all institutions of higher education and it demands thorough investigation and deep study.

In the brief survey given I have endeavored to point out that the activities within the province of the dean affect both the school and the individual student. That in both cases they are vitally important is self-evident.

VIII. DOMESTIC SCIENCE

MARY L. CAUFIELD

Supervisor

In looking back over the school year just drawing to a close, I do so with pleasure and gratification, as I realize the happiness experienced in working with a group of well-trained, ambitious, united and loyal teachers. Last summer in anticipation of the reorganization of the course of study, I planned a tentative outline to be followed during the period of reorganization. During the fall several informal meetings for the discussion of subject matter were held. Later a committee was appointed to formulate a new course of study. After several meetings this committee voted unanimously for the retention of the course as outlined for them in the fall. This was naturally gratifying and the teachers have been very happy in their work.

Our meetings developed a fine spirit of comradeship, resulting in several social gatherings calculated to unify the department.

In my pride I am not unmindful of some of the needs of the department. I realize that in our traditional schools our girls are receiving far too little training in a subject of such vital importance. At most only forty-six hours instruction is allotted to grammar school girls. Then with a possibility of their not electing domestic science in their high school course their training is woefully insufficient.

I hope the way may be made clear to remove this option in high school making domestic science a required subject at least for all girl students. In thirty-one states of the United States this course is open as an elective to the boys, and in one high school at least, a year's course in home economics is a requirement for high school graduation for boys as well as girls.

This is an educational movement and one of civic importance. Herbert Hoover says, "Education for home-making should be available to all, and is best given under realistic conditions." This is a plea for the practice house, where pupils, especially the average girls may have an opportunity of working under conditions as nearly homelike as possible.

Several of the Newark principals recognize the importance of the domestic science work being extended, and have expressed a desire to have provision made whereby the over-age pupils in their schools may be given instruction in this subject.

IX. DOMESTIC ART

C. V. STEPHENS

Supervisor

There is nothing to relate of radical changes or of an extension of the activities of the department. But I am happy to note among my teachers an acceptance of the fact that an artistic product showing excellent technique is not a measure of their success in teaching domestic art. Teaching for power is an aim, however, that appeals to each teacher according to her development into a real educator. And this is the growth our department fosters with care.

The great obstacle in our work is that it must be taught through hand construction of articles, which, to be at all worth while, requires considerable time with inexperienced workers. In order to fit the time allotted these articles must be curtailed so that artistic touches which give added value and real joy in the making have to be omitted.

In order to include in our course the phases of home economics work outside of sewing, we have taken two cycles during the school course for a minimum amount of sewing along with the essential requirements for the happiness and comfort of the life of the child. The success of the teaching during these two cycles depends not alone upon the broader culture of the teacher, but chiefly upon her caring for the welfare of the child. To teach our children how to test fabrics and buy wisely, to understand budgeting in relation to their family income, properly to care for their clothing so as to conserve their incomes, to plan right use of their leisure, to establish proper relations inside and outside of the home, etc., is probably of more value than the actual teaching of sewing. However we can do this only in our platoon schools where we have special teachers. In our grade school classes, taught by grade teachers, who teach many other subjects, nothing but sewing as sewing can be attempted. Nor can these teachers, untrained, be expected to teach garment construction. It seems to me a weakness of our system that the great body of our children must be sent out of the grammar schools without a knowledge of making simple dresses. In a community such as Newark a majority of the mothers can neither make successful dresses for their children nor can they guide the children in the making.

I recommend that the free period given academic teachers in the platoon schools be accorded the teachers of activities. Many of these teachers have such quantities of working paraphernalia to adjust between time of the outgoing and incoming

classes that the pupils are deprived of many of the teaching minutes. My teachers have, in addition, an intricate system of bookkeeping involving responsibilities for all the hundreds of yards of materials supplied by the Board. They must make all the fractional parts of yards multiplied by the fractional parts of dollars, with the calculation of all related findings, for about twelve hundred separate children balance to a cent the cost of the Board's supplies at the end of the year. And the collections from the children are on the installment plan.

When teachers have taught six hours a day and then wrestled outside with this bookkeeping, they have little strength left for the enlarging of their school subject. I should like all of them to conduct school clubs outside school hours for the benefit of their communities, but have not the heart to suggest this important welfare work.

It seems to me that our teachers must be released from duties that sap every atom of their strength if we are to get from them any inspirational teaching. Education is dead without the joy of teaching and the fagged teacher lacks joy. She looks forward all day to the end that gives her rest, not to the opportunity at the end of the day to plan and do fine things for her pupils.

The organization is such in some schools that the domestic art fills only a portion of the teachers' schedule. I suggest that overage, slow pupils be sent to these classes for hand work. Their mental development can be much more quickly hastened by hand work than by any other teaching. Teachers trained in domestic art, licensed for teaching that subject, with a special salary, are an educational and economic loss to the Board of Education if to fill in their time they are given subjects to teach that can be handled by young primary school teachers.

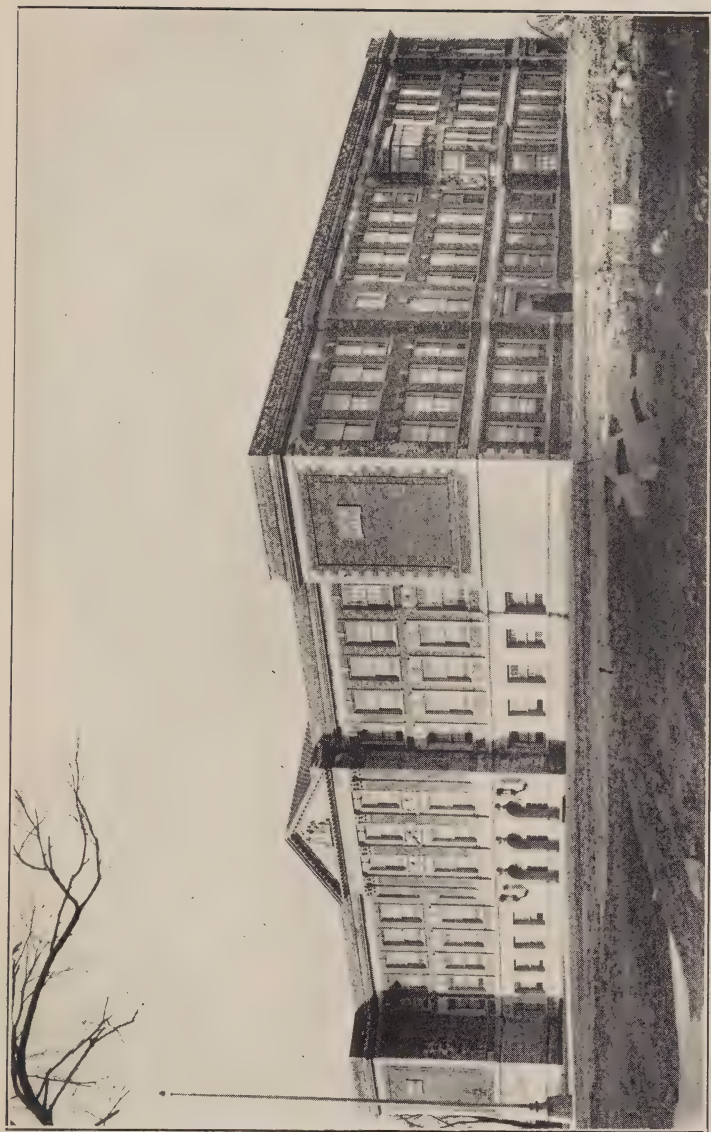
I recommend that some change be made in the high school schedule. Our course of one year's work of two forty-minute periods per week, is too short for teaching domestic art as an educational subject. In many schools there is no teaching during the first week of the term on account of organization and none during the latter part for ten days or two weeks on account of examinations. The amount of actual teaching time is so limited that garments are constructed with little valuable theory. The province of the public high school is to educate, not to make garments. Unless the schedule of the teachers can be extended so that valuable teaching can be done, the salaries of the high school teachers should be spent on provision for teaching pupils in elementary grades where the teaching can really function for our great body of elementary

children. This money would provide enough special teachers to assist grade teachers so that all grammar girls could be taught garment construction.

I recommend that our domestic art teachers in junior high schools be put on the basis of academic junior high teachers regarding eligibility and salary. It seems to me a fault to employ in junior high schools teachers who are not superior to teachers in platoon schools where the work is much simpler.

Allow me to commend the patriotic spirit of our schools in their response this year to the request for Junior Red Cross contributions. More schools offered to finance and construct garments than the quota demanded. The work passed through the domestic art office on the way to Mr. Charles Grant Shaffer the Chairman of the Junior Red Cross. It was beautifully done and was a great credit to the teachers interested.

In closing I wish to speak of the loss this year to my department of my able assistant, Margaret J. Durie. To me she was the model supervisor, a complete master of her subject, one in whom teaching was exemplified as a fine art. She had great wisdom in dealing with people, great love for children, and loyalty every hour of her life for the school system to which she belonged, from the Superintendent through the ranks. Her fascinating personality and ever present sense of humor made her welcome everywhere. Her tremendous courage in carrying on her work through months of painful illness, with a smile upon her face, must be a lasting example to us all.



THE COMPLETION AND OPENING OF WEST SIDE HIGH SCHOOL HAVE TEMPORARILY RELIEVED OVERCROWDED CONDITIONS IN ALL HIGH SCHOOLS.

X. MANUAL TRAINING

Primary Grades

MRS. MARY G. ZEHLEIN

Supervisor

Considering the fact that the grade teachers in all schools are not especially trained to do the manual training or hand-work, and that only sixty minutes per week are devoted to the subject, and that one supervisor must cover seven hundred twenty-five to seven hundred fifty teachers, we have reason to be proud of the results obtained.

The teachers have cooperated to the best of their ability in carrying out the course of study.

Our aim this year has been to establish certain facts in each grade and to develop more independence on the part of the children. We have tried to correlate the work with as many other subjects as possible.

I wish it were possible to devote more time to this subject especially with the slower groups of children.

XI. ART

MARGUERITE MARQUART

Director

It is gratifying to report that in our schools, as in the country at large, there is a steadily growing appreciation of art in its relation to life. "Our need of beauty and the finer things" is being more deeply felt by teachers, children and the citizens of our city. To secure this need there has been a constant endeavor to make the work real, to connect it with the life of the community. The children have worked in the Museum and Library, developed an active interest in community projects through poster contests, had the advantage of illustrated lectures in the schools and lectures given by the Newark Art Club.

The regular work of the schools has been considerably affected by a change in the type of organization.

The organization of the platoon schools has been conducive to art education,—especially trained teachers, well equipped art rooms and generous supplies contribute a great part to the esthetic development of the child. The intensive plan of teaching has opened greater possibilities and recent adjustment of the course of study devoting one cycle to color and design, stressing appreciation; and another cycle to the mechanics of expression, or drawing, increases power and makes a stronger foundation. Great care has been exercised to so assign the art teachers in these schools that each will have the type of work which she most enjoys and does best. From every point of view, the effect of this plan upon the teaching of art is favorable to a degree which justifies its extension.

Although an increasing number of schools are equipped with well planned art rooms conveniently arranged for effective work by specially trained teachers, the greater number of the children of Newark are still in the traditional schools and taught intensively, in the grammar grades, by the grade teacher. For the grade teacher the intensive plan of teaching art is of doubtful value, because the time is too short for adequate preparation; the finished product is often secured at the expense of real understanding or appreciation; and time seems too limited to allow for much experiment.

To meet these various teaching conditions the semi-annual grade meetings were carefully planned. The aims and objectives in each problem of the course of study were formulated and mimeographed copies distributed at each meeting. Fundamental principles were illustrated through the medium of children's work and ways to secure original treatment without

sacrificing these principles shown. Not only in the art period but in the many daily opportunities, teachers were urged to lead the pupils under their charge to take the first step in appreciation of art—a perception of fundamental differences between that which is poor or commonplace in design, color, or arrangement, and that which is better. Thus, the most important part of the teaching of art may be accomplished, and all subsequent work lead to ever finer distinctions of quality.

The recent exhibitions of work have been worthy examples of Newark quality. A general exhibit of elementary and high school art in Syracuse, at the Eastern Arts Association, showed the differences in aims and objectives between the subjects of color and design and drawing as taught in our platoon schools. Another general exhibit in Philadelphia stressed the application of color and design principles in dress and in the home. National as well as local prizes were won by Newark students in poster contests for the Near East Relief, the Eastern Arts Association and the American Humane Association. The posters for the Humane Society were enthusiastically created, from first grade to high school, and were shown first to hundreds of interested visitors in the rotunda of the City Hall. Afterward, a selected group was sent to the contest judges at Albany. The Newark Community Chest offered prizes for posters to use in connection with the campaign. Thousands were submitted. The best were shown in the rotunda of the City Hall, in a store on Broad Street, and at the Community Chest Headquarters in the Chamber of Commerce Building. An interesting exhibit of art work as related to the home was prepared for the Federated Women's Clubs, shown at the Y. W. C. A. and later at Asbury Park. The New Jersey Historical Society sponsored a poster contest in connection with the Sesqui-Centennial, and many opportunities for poster work were offered by the Newark Art Club. Saturday students of the Fawcett School exhibited at the Museum and the annual exhibit of the Fawcett School of Industrial Arts received unqualified praise. The department stores have shown great interest in the art work in the schools, one department store devoting one of its windows to a Fawcett exhibit and another turning over its little Thrift House to the Interior Decoration Department. The result of this practical problem was so satisfactory that the store authorities made the project the subject of an essay contest, in which the junior and senior high schools and the Fawcett School took part.

The work has shown an encouraging increase in understanding and sincerity on the part of the teaching body, whose co-operation with the art department has been most gratifying. The fine response to the call for marchers in the School Parade,

unfailing good humor at the many requests for posters for the various enterprises sponsored by the Superintendent, interest in local exhibitions and splendid support of the Newark Art Club, shows a real interest and devoted spirit.

Greater advancement would be possible were it not for the policy of requiring art teachers to meet exceptionally difficult conditions—whole classes of boys and girls and a six-period schedule while half classes of boys or girls are assigned to teachers of all other special subjects and grade teachers are assigned five periods a day. The immediate problem of handling the large class tends to make the work more formal; the cumulative strain of the heavy day leaves many teachers physically unable to continue the after school art clubs, and the idea of double work for the same compensation prevents many well-qualified grade teachers from electing art. In spite of these handicaps, however, the interest of the pupils is keen and the teachers are devoted.

The development of the Fawcett School as a vital part of the school system and the community has been most encouraging. The cooperation between the school and the allied industries is increasing and the school is growing in interest and achievement. The day school is meeting a real need. More and more of the entrants are high school graduates and there have been many requests for teacher training work. Even in the present totally inadequate buildings the evening school reaches hundreds of ambitious men and women. Some come merely for love of the work, some for greater efficiency, some for promotion, and some for change of profession or occupation.

Teachers as well as pupils have taken advantage of the opportunities offered by the Fawcett School. Talented teachers are enabled to go on and further improve themselves and the teacher untrained in art finds sympathetic and able instruction. Moreover, the Fawcett School, as a climax to our work in the elementary schools, offers a Saturday morning class for talented children. Here children may begin special art training at an early age—the most plastic years—and if they spend Saturday mornings in this way through grammar and high school, they will on entering art school, have a background of carefully directed work; an invaluable preparation which will enable Fawcett School to make a unique contribution to the artistic development of our great industrial city.

XII. PENMANSHIP

RAYMOND C. GOODFELLOW, Director

GRADE 8A REPORT

JANUARY 1926			JUNE 1926			JANUARY 1927			JUNE 1927		
School	Rating %		School	Rating %		School	Rating %		School	Rating %	
1. Washington Street	65.51		1. Montgomery Street	75		1. Abington Avenue	69.23		1. South Tenth Street	72.97	
2. Abington Avenue	63.15		2. Bergen Street	69.86		2. Wilson Avenue	65.51		2. Sussex Avenue	63.33	
3. South Eighth Street	57.97		3. Burnet Street	65.71		3. South Tenth Street	65.51		3. Webster Street	63.33	
4. Bergen Street	57.69		4. South Tenth Street	63		4. Morton Street	62.96		4. South Eighth Street	61.11	
5. Belmont Avenue	55		5. South Eighth Street	63.07		5. Oliver Street	61.40		5. Wilson Avenue	60.71	
6. Central Avenue	54.23		6. Burnet Street	62.5		6. Elliott Street	61.11		6. Newton Street	59.25	
7. Burnet Street	53.84		7. Washington Street	60.71		7. Burnet Street	60.60		7. Abington Avenue	58.06	
8. Sussex Avenue	51.61		8. Abington Avenue	60.71		8. Lafayette Street	55.26		8. Bergen Street	57.81	
9. Franklin	50		9. Hawkins Street	57.89		9. Lafayette Street	55.17		9. Lincoln	57.14	
10. Oliver Street	50		10. Central Avenue	57.69		10. Monmouth Street	55.17		10. Hawthorne Avenue	54.08	
11. South Tenth Street	50		11. Oliver Street	57.14		11. Washington Street	55.17		11. So. Seventeenth Street	53.96	
12. Montgomery Street	50		12. Alexander Street	54.09		12. South Eighth Street	54		12. Maple Avenue	53.01	
13. Hawkins Street	50		13. Belmont Avenue	52.63		13. Belmont Avenue	53.57		13. Garfield	52.43	
14. Ridge Street	50		14. So. Seventeenth Street	52.23		14. So. Seventeenth Street	51.31		14. Charlton Street	51.28	
15. Summer Avenue	46.87		15. Webster Street	51.61		15. Fifteenth Avenue	50.94		15. Franklin	50.82	
16. Webster Street	46.66		16. Miller Street	46.25		16. Charlton Street	50.81		16. Peshine Avenue	50.68	
17. Charlton Street	45.9		17. Morton Street	46.25		17. Haythorne Avenue	50		17. Miller Street	50	
18. Peshine Avenue	44.57		18. Peshine Avenue	45.95		18. Haythorne Avenue	50		18. Central Avenue	50	
19. Elliott Street	42.1		19. Elliott Street	44.18		19. Eighteenth Avenue	50		19. McKinley	50	
20. Alexander Street	39.62		20. Eighteenth Avenue	40.47		20. Peshine Avenue	48.57		20. Hawkins Street	50	
21. Morton Street	38.70		21. Charlton Street	40.47		21. Hawkins Street	47.43		21. Oliver Street	49.35	
22. Ann Street	37.03		22. McKinley	39.28		22. Webster Street	47.05		22. Ridge Street	48.57	
23. So. Seventeenth Street	36.66		23. Franklin	37.5		23. Newton Street	46.66		23. Robert Treat	47.61	
24. Madison	36.17		24. Summer Avenue	36.66		24. Miller Street	46.42		24. Morton Street	47.36	
25. Newton Street	35		25. Lincoln	36.66		25. McKinley	46.15		25. Belmont Avenue	45	
26. Miller Street	31.70		26. Ann Street	36.66		26. Robert Treat	45.61		26. Burnet Street	42.42	
27. McKinley	31.57		27. Hawthorne Avenue	34.21		27. Montgomery Street	45		27. Lafayette Street	42.42	
28. Avon Avenue	30.15		28. Ridge Street	33.55		28. Sussex Avenue	44.11		28. Fourteenth Avenue	38.23	
29. Fifteenth Avenue	28.33		29. Monmouth Street	33.33		29. Maple Avenue	43.90		29. Alexander Street	36.84	
30. Robert Treat	28.31		30. Fifteenth Avenue	31.88		30. Lincoln	42.42		30. Fifteenth Avenue	36.14	
31. Lafayette Street	24.48		31. Fourteenth Avenue	29.82		31. Central Avenue	41.37		31. Ann Street	34.54	
32. Hawthorne Avenue	24.32		32. Wilson Avenue	27.27		32. Summer Avenue	41.17		32. Elliott Street	34	
33. Fourteenth Avenue	23.52		33. Robert Treat	26.04		33. Ann Street	36.61		33. Madison	33.33	
34. Wilson Avenue	28.72		34. Avon Avenue	22.72		34. Avon Avenue	35.59		34. Washington Street	32.14	
35. Monmouth Street	20.58		35. Garfield	22.72		35. Madison	33.33		35. Montgomery Street	32	
36. Fifteenth Avenue	20.58		36. Lafayette Street	18.03		36. Alexander Street	27.94		36. Avon Avenue	31.03	
37. Garfield	12.24					37. Garfield	20.83		37. Eighteenth Avenue	28.33	
						38. Ridge Street	20		38. Cleveland	27.02	
						39. Fourteenth Avenue	16.21		39. Summer Avenue	26.19	
									40. Monmouth Street	16.66	
General Average	40.63%		General Average	45.26%		General Average	47.43%		General Average	46.12%	

XII. PENMANSHIP—Continued

The above report is a result of the 8A penmanship test that is given to all 8A classes each term. A certificate is given to each pupil that attains quality corresponding to the grade of 80 on the Ayers Writing Scale.

Schools rated 50 % or over are considered	Excellent	Schools rated 30 % to 40 % are considered	Good
" " 40 % to 50 %	Very good	" " 20 % to 30 %	Fair
" " " "	Schools rated below 20 % are considered	Poor	

HIGH SCHOOL REPORT

June 1927

<i>School</i>	<i>Rating %</i>
1. Cleveland Junior High	54.76
2. Robert Treat Junior High	40.42
3. Madison Junior High	40.38
4. East Side High	30.55
5. Central High	25.98
<i>General Average</i>	38.42%

The above report is a result of the high school penmanship test that is given to all 9A pupils each term.

A certificate designed particularly for high school pupils is given to each pupil that attains a quality corresponding to the grade of 90 on the Ayers Writing Scale.

Schools rated 50 % or over are considered	Excellent	Schools rated 30 % to 40 % are considered	Good
" " 40 % to 50 %	Very good	" " 20 % to 30 %	Fair
" " " "	Schools rated below 20 % are considered	Poor	

XIII. REPORT OF ACADEMIC COUNCIL

Individual Instruction and Progress of Pupils in the Public Elementary Schools

Class instruction in the academic subjects, and the promotion of pupils who have not completed the work of the grade they are in are two outstanding weaknesses of the public schools. Individual instruction and progress of pupils does away with the lock-step method of class instruction, and allows pupils to advance individually, but only upon completion of the work assigned.

It is not surprising that the matter of individual instruction is demanding the attention of progressive school systems, and that this method for the public school is in operation already in several places.

This new method differs so widely from the old that it can not succeed unless the school in which it is introduced is completely reorganized. It must have a different setting, for it sets up different ideals and standards. It is new wine and old bottles can not contain it.

Let it be understood, therefore, that we do not recommend the trial of this plan in any of our elementary schools as they are now organized. Important essentials of the new organization would, in our judgment, include:

1. A unit organization of the kindergarten and first grade.
2. A unit organization, for academic studies only, of grades 2B to 4A inclusive.
3. A unit organization, for academic studies only, of grades 5B to 8A inclusive.
4. For grades 2B to 8A inclusive, a division of the school day which would allow pupils of these grades three full hours, from 8:30 to 11:30, of uninterrupted academic study; and two and one-half hours, from 12:30 to 3:00, of uninterrupted pursuit of the so-called activities.
5. The number of pupils registered kept well within the capacity of the school building. No over-crowding allowed.
6. Additional clerical force as needed.
7. In addition to the vice principal, at least one especially qualified teacher, whose duties would include the organization of curricula into proper divisions for the work of the groups, and into assignments or goals for the guidance of individual instruction and study; also, expert testing to determine individual progress.

8. A corps of teachers competent to carry on both the academic work and the activities. This plan is in successful operation elsewhere.
9. No classification of pupils into ability groups.
10. Some definition and workable plan by which close cooperation of parents with the work of the school may be maintained.

It seems probable that pupils who have reached fifth grade advancement could begin individual study and progress. It is clear, however, that pupils who had had no training to prepare them for individual work would not succeed as well as would be desired. It is evident that systematic preliminary training is necessary. This training the school must supply. The plan proposed for the first four years would give, we think, effective training.

The conditions that should maintain in the kindergarten, and first grade unit would be, in part, as follows:

1. Efficient and joyous teachers.
2. Classrooms richly equipped for work.
3. No class having more than thirty-five pupils.
4. Clean, comfortable and attractive rooms. Furniture adjusted to the size of the pupils.
5. Provision for marching with music, for games, for directed exercise, for assembly singing, for little plays, etc.
6. A complete separation, if possible, of this unit from the rest of the school. The objectives of this unit would be, in part, as follows:
 1. To seek to make children delighted with their school, and with all its activities.
 2. To make every child think about his own work, to be happy in doing it, and to feel satisfaction in doing it well.
 3. To lead every pupil to feel that his success and his joy depend upon what he does, how he does, and how he behaves.
 4. To make every pupil feel that he has the same start, and the same opportunities to advance as have the others, but that how far he goes depends upon his own efforts.
 5. To establish within the course of study three goals or attainments: the first, for the child who merely succeeds; the second, for the child who reaches the normal standard; and the third, for the child who does more than normal requirements.

6. To impress upon the children some of the conditions that make for success and good citizenship.
7. To lead the child to see somewhat, at least, the two phases of his school life: one, when he works by himself for himself; the other, when he works with others for himself and for others.
8. To cultivate, on the one hand, individuality and self-interest; on the other, cooperation and unselfishness.
9. To develop the greatest possible reading power and ability to understand so that pupils upon entering the second grade will be able to begin the group plan of study.

In the kindergarten and first grade unit, the full class organization is maintained throughout the day. Small classes are essential. Within certain limits, the smaller the class the more does the individual pupil feel his importance, and the greater is the teacher's influence upon him. In a large class many pupils become indifferent and develop at not more than half the rate they should.

All practical means for self-help should be at hand. The work of the occupation period should be thoughtfully planned and guided by the teacher. There is here a great opportunity to train the pupil in self-help. Occupation work should correlate largely with the reading.

It is likely that very few classes are made up of pupils who will or can advance at equal rates. Some draw away from the others in the classroom as naturally as some pupils in a race on the playground draw away from the rest. They all start, however, from the same mark, and they all face the same course. The same opportunity is for all, no one is disqualified. No one is marked "slow," either before the race begins or while it is in progress. The classroom is a one-way street. All face toward the goal. All advance but at different rates of speed. No one goes in the opposite direction. There is no demotion.

It is on this principle of the more active and brighter pupils drawing away from the others that divisions within a class should take place. The slow and the dull should never be removed from the more active and brighter but the latter after they have gained their separation by their own efforts should be taught in a separate division. This is the first formal step toward individual progress. Those who do not gain the higher division should not be humiliated in any way. No name or number of reproach should be used to specify them. They must receive more detailed instruction.

With a first year class, two, three or even four divisions may form naturally. The pupils should do their academic work in these natural divisions, but in all the activities, divisions must altogether disappear, and the class as a whole be the unit.

If children in the first grade are allowed and encouraged to work into higher divisions, they will become more and more alive to their own progress, and will be prepared for individual progress through the group. Pupils gaining higher divisions should be commended, and if possible, receive some simple reward. The fact that they have *earned* their advance should be kept before them. Children who have not succeeded so well should never be reproached because of their failure per se, but they should know the causes of their failure.

In the first grade no attempt should be made to officially and formally divide the requirements of the course of academic study into definite assignments, but the difference in the treatment of the divisions may be found in the methods used by the teacher in the occupations, the concrete helps, and the reading matter used.

Beginning with the unit organization, for academic studies only, of grades 2B to 4A inclusive, the requirements of the course of study in reading, arithmetic, English, and geography should be definitely and officially divided into quarter-term or five-weeks assignments. (Assignments for shorter periods of time may be considered more advisable). Twenty-four assignments will, therefore, cover the work of the three years. Each assignment constitutes the work of one group.

The work of each group would be completed normally in twenty-five days. Some pupils would do it in less time and some would require a longer time. A pupil advances to the work of the next group as soon as he has completed the work of the group he is in.

Pupils are recommended for advancement by their classroom teachers, but the vice principal and special teacher give specific tests to each pupil individually. Pupils who do the work of the group in less than normal time must satisfy higher test requirements. Those who require longer than normal time may be advanced on a lower test requirement.

To prepare the group assignments and to test individual pupils for promotion require highly trained teachers. The vice principal of the school and the special teacher, who will be, in fact, her assistant, should be the teachers required.

During the morning session, every pupil works with the group of pupils who are doing the work of his group. During

the afternoon session, he is a member of a class organized to do the work of the activities. During the morning session, the room in which a pupil works with his group, and the teacher who directs his work are matters of indifference, but during the afternoon session, there is rigid class organization throughout the school. Both the individual and the social welfare of the pupil are thus provided for.

Two report cards for each pupil are necessary; one for his academic teacher to use in reporting his progress, and a duplicate to be kept on file in the general office. A pupil takes home his classroom card as often as he advances a group. This card furnishes his parents with full information of their child's attendance, conduct, general qualities shown in school, the group to which he is advanced, and the number of school days he used in making the next group. This report card is of itself a means of securing the cooperation of an intelligent parent.

As soon as the group assignments of the course of study in the various academic subjects have been sufficiently perfected, the plan would be to print these requirements in full in pamphlet form, in sufficient numbers to supply the teacher, the pupil and the parent with copies. This definite information of the work to be done in each group would be a powerful incentive to thorough study.

It will be easily seen that the individual progress of a pupil by the group plan is a big step in freeing him from the restraints of constant class organization and semi-annual promotions. It provides for his promotion at any time he measures up to the requirements of a group, it places in his hands a detailed statement of the requirements of each group in each subject, with some directions and suggestions for self-study, it furnishes him the stimulus of frequent promotion, thus keeping his interest at a higher degree, it does not leave him entirely alone in his work, but supplies him the stimulus of comrades, and the steadying, supporting, encouraging and directing influence of a teacher. It makes it possible for him to receive from his teacher just the help he needs, without wasting his time in giving attention to matters which concern others but not him.

On the other hand the group plan does not provide for the self-directed, independent method of study used in the Dalton plan, but it is a most efficient preparation for it.

The fully developed method of individualized study and progress, which supplies the pupil with short assignments or goals and frees him, during his academic study, from class restraint and from the limitations of the formal group, allowing him to study and advance independently, may be tried at the beginning of the fifth year. It is likely, however, that only

selected pupils of the fifth and sixth years can study successfully by this plan. The others will continue to study in the formal group; but all pupils who have advanced to the seventh grade and who have had the preparation outlined in this report should be able to study and advance successfully by the plan of individualized study and progress.

This report has not attempted to present the details of plans, but with it as a guide the details can be easily worked out.

A plan of school organization that seeks to eliminate gradually the limitations and defects of class organization, and to train children to pursue academic studies more and more individually; and that, at the same time, provides rigid class organization in those subjects and activities requiring it is certainly worthy of serious condition.

With such preparation—individual instruction could be continued through junior and senior high schools—most successfully.

Individual Instruction in the Kindergarten

The kindergarten makes its approach to the child's life and mind in a natural way. It is informal and individual, and is, therefore, using the project method with success (in kindergartens where the project method is intelligently used).

Suggestions for this type of work:

PROGRAM OF WORK

8:30-8:45 A. M.—Children come in and immediately go to closets, toy shelves, etc., and select materials for work and play.

Aim—To enjoy work and play; to accomplish something; to put toys and materials back.

8:45-9:00 A. M.—Children gather around the piano and sing songs, relating to weather, greetings, nature talks, family life, happenings at home or at school, play activities

9:00-10:00 A. M.—Work period.

(1) Directed exercise. Children are taught how to use scissors, crayons; how to sew, fold, make baskets, etc.

Aim—To gain technique they need to carry out free work; to help child to acquire skill in handling materials; to give child a background to carry out projects.

(2) Individual or informal period: Children are allowed to select their materials and make what they choose. The teacher guides and helps them if necessary, but stays in the background.

Aim—To develop and direct initiative; to give the child the pleasure of thinking and planning for himself; to give expression to his natural tendencies.

10:00-10:30 A. M.—Recess, lunch and rest period. Milk and crackers served. Children may bring things from home.

(Cake or fruit is cut in pieces so that all may enjoy the food.) This makes for unselfishness, and acquaints the child with the joy of sharing with others.

10:30-11:00 A. M.—Rhythmic play. Dancing, good healthy exercise for everyone, ball bouncing, skipping, etc., folk games, and games of the children's own choosing.

11:00-11:15 A. M.—Children gather for stories, informal talk.

Advantages Claimed for the Individual Plan of Instruction Under the Dalton Plan

1. The more rapid student is not retarded by the slower.
2. The slow or dull student may take the time necessary for the grade without having to repeat.
3. Absence is not a serious problem.
4. More pupils are promoted.
5. Grades are higher.
6. Pupils are less likely to obtain a higher grade than earned.
7. The substitute teacher is not so helpless as under the class system.
8. More pupils use the library and more books are taken out.
9. A heightened sense of responsibility is developed, also greater self-reliance.
10. There is keener interest in work and improvement both in quantity and quality.
11. Problems of discipline are greatly reduced.

Arguments Against Individual Plan of Instruction Under the Dalton Plan

1. It necessitates having smaller groups, more teachers, therefore, greater expense.
2. There is much more work for the teachers, especially in arranging the material for instruction and in more frequent reports.
3. There is more opportunity for the lazy pupil to "cut."
4. It is difficult to know just where a pupil is at any given time, or whether he is in the school at all.
5. Some rooms would be over-crowded at times while others would have too few students.
6. There is noise and confusion in the rooms because of so much freedom and so many varied interests, and it is difficult to work under such conditions.
7. Some pupils are inclined to loaf at first and cram later for an examination or report.
8. Too much freedom is allowed to pupils at an age when they do not know how to use it wisely.

XIV. REPORTS OF BOARD OF EXAMINERS

For the School Year 1925-1926

In addition to conducting written examinations and practical tests, the Board of Examiners held fifty meetings for the purpose of conducting oral examinations of candidates, granting of licenses, consideration of text books and supplies, consideration of applications for endorsement, and for the transaction of general business.

CERTIFICATION OF TEACHERS

WRITTEN EXAMINATIONS HELD AND NUMBER OF CANDIDATES
APPEARING AT EACH

	Men		Women		Total	
	Passed	Failed	Passed	Failed	Passed	Failed
August 24 and 25—						
Principal.....	2	*7	—	—	2	*7
December 28—						
Grade.....	7	1	105	51	112	52
Principal.....	4	*4	—	—	4	*4
Jr. H. S. English.....	3	4	12	2	15	6
Sr. H. S. History.....	5	9	6	8	11	17
“ Mathematics.....	5	13	3	9	8	22
March 29—						
Grade.....	4	4	124	73	128	77
Elementary Art.....	—	1	10	8	10	9
“ Manual Train'g.....	11	7	—	—	11	7
“ Music.....	1	1	5	6	6	7
Jr. H. S. Commercial.....	3	1	1	3	4	4
Sr. H. S. Art.....	—	2	2	14	2	16
“ Asst. Teacher Clerk.....	—	—	8	10	8	10
“ Italian.....	—	1	2	1	2	2
“ Latin.....	2	3	7	11	9	14
“ Spanish.....	2	6	5	16	7	22
May 11—						
Elem. Physical Training.....	18	9	—	—	18	9
Sr. H. S. Physical Training..	11	12	4	5	15	17
Total.....	78	85	294	217	372	302

*Incomplete examination.

SUMMARY

Number of Different Persons Taking Examinations
(Excluding Duplications)

	No. Passed	No. Failed	Total
Grade.....	181	112	293
Principal.....	6	*8	14
Elementary Art.....	10	9	19
“ Manual Training.....	11	7	18
“ Music.....	6	7	13
“ Physical Training.....	18	9	27
Jr. H. S. Commercial.....	4	4	8
“ English.....	15	6	21

SUMMARY—Continued

	No. Passed	No. Failed	Total
Sr. H. S. Art.....	2	16	18
“ Asst. Teacher Clerk.....	8	10	18
“ History.....	11	17	28
“ Mathematics.....	8	22	30
“ Italian.....	2	2	4
“ Latin.....	9	14	23
“ Spanish.....	7	22	29
“ Physical Training.....	15	17	32
Total.....	313	282	595

NUMBER OF CANDIDATES GIVEN PRACTICAL TESTS
TO DETERMINE FITNESS FOR LICENSES

	Satis- Factory	Unsatis- Factory	Total
Elementary Art.....	9	.....	9
“ Music.....	6	1	7
Sr. H. S. Art.....	1	1	2
Elementary Physical Training.....	18	9	27
Sr. H. S. Physical Training.....	8	7	15
Playground—Men.....	8	1	9
“ Women.....	30	.....	30
Total.....	80	19	99

NUMBER OF APPLICATIONS ACTED UPON TO DETERMINE ELIGIBILITY

	Eligible without writ. exam.	Eligible to take writ. exam.	Not eligible	Total
Grade.....	156	225	21	402
Kindergarten.....	28	.....	4	32
Principal.....	.....	8	1	9
Binet.....	1	.....	.....	1
Elementary Art.....	.....	20	1	21
“ Manual Training.....	.....	18	1	19
“ Music.....	.....	15	4	19
“ Physical Training.....	.....	33	2	35
Jr. H. S. English.....	.....	30	6	36
“ Commercial.....	.....	13	4	17
Sr. H. S. Asst. Teacher Clerk.....	.....	16	2	18
“ Art.....	.....	18	5	23
“ History.....	.....	39	12	51
“ Mathematics.....	.....	30	9	39
“ Italian.....	.....	5	4	9
“ Latin.....	.....	25	4	29
“ Spanish.....	.....	30	10	40
“ Physical Training.....	.....	38	13	51
Total.....	185	563	103	851

In addition to the above, 39 requests for credit by reason of college work, from teachers seeking promotion licenses, were granted, and 117 requests for exemption from written examinations by reason of college work, were granted.

NUMBER OF ORAL EXAMINATIONS GIVEN AND
CERTIFICATES GRANTED

	No. exam.	License by endors.	Granted by exam.	Denied	Laid over
Grade.....	262	23	231	4	4
Vice Principal.....	4	2	.....	.....	2
First Assistant.....	18	16	.....	.....	2
Primary Head Assistant..	4	3	.....	.....	1
Speech Improvement.....	1	1	.....	.....	.....
Continuation.....	2	2	.....	.....	.....
Nutrition.....	7	7	.....	.....	.....
Corrective Gymnastics....	2	2	.....	.....	.....
Office Asst. to Dir. of Art	1	1	.....	.....	.....
Dir. Dept. of Child Guid.	1	1	.....	.....	.....
Social Worker.....	2	2	.....	.....	.....
Substitute.....	25	25	.....	.....	.....
Evening School.....	15	15	.....	.....	.....
Binet.....	9	9	.....	.....	.....
Principal.....	9	.....	6	3	.....
Element'y Art.....	9	.....	9	.....	.....
" Manual Train.....	15	.....	10	.....	5
" Music.....	6	.....	5	.....	1
" Physical Train.....	17	.....	17	.....	.....
Jr. H. S. Commercial.....	4	.....	4	.....	.....
" English.....	15	.....	14	1	.....
Sr. H. S. Art.....	2	.....	1	1	.....
" Asst. Teacher.....	.....	.....	.....	.....	.....
" Clerk.....	8	.....	8	.....	.....
" History.....	12	.....	9	2	1
" Mathematics.....	10	.....	7	.....	3
" Italian.....	2	.....	2	.....	.....
" Latin.....	9	.....	8	.....	1
" Spanish.....	7	.....	7	.....	.....
" Phys. Training.....	15	.....	8	7	.....
Playground—Men.....	9	.....	8	1	.....
Women.....	30	.....	30	.....	.....
Total.....	532	109	384	19	20

RENEWAL OF LICENSES

	Granted	Denied	Laid over
Grade.....	1	.....	.....
Principal.....	1	.....	.....
Asst. Supervisor of Penmanship.....	1	.....	.....
Elementary Physical Training.....	5	.....	.....
Sr. H. S. Biology.....	1	.....	.....
" Commercial.....	1	.....	.....
" English.....	7	1	.....
" French.....	1	.....	.....
" History.....	2	.....	.....
Total.....	20	1	.....



EDUCATION OF THE BLIND IS AS MUCH THE CITY'S WORK AS EDUCATION OF OTHER CHILDREN. THESE CHILDREN ARE SHOWN AT OCCUPATION WORK IN THE WASHINGTON STREET SCHOOL CLASS FOR THE BLIND.

TEXT BOOKS AND SUPPLIES

During the school year 1925-1926, 8 meetings were devoted to the consideration of additions to the approved list of text books and supplies, and of eliminations therefrom.

The following is a summary of the requests for additions:

TEXT BOOKS

High School—recommended by principals, etc.	78
“ “ —requested by publishers.	84
Jr. H. “ —recommended by principals, etc.	23
“ “ —requested by publishers.	7
Elementary —recommended by principals, etc.	140
“ —requested by publishers.	147
Continuation—recommended by principals, etc.	2
Evening —recommended by principals, etc.	3
Total text books.....	484
Maps (sets) —recommended by principals, etc.....	5
“ “ —requested by publishers.....	8
Globes —requested by publishers.....	2
Supplies —recommended by principals, etc.....	46
“ —requested by publishers.....	92

The following were recommended for addition to the approved list:

- 49 Elementary text books for pupils' use.
- 8 “ “ “ “ teachers' use.
- 63 High School “ “ “ pupils' use.
- 9 Evening “ “ “ “ pupils' use.
- 2 Maps.
- 24 Items educational supplies.
- 3 Elementary books were transferred from the elementary list for pupils' use to the circulating library list.

At the same time the following eliminations from the approved list were recommended:

- 22 Elementary text books for pupils' use.
- 3 “ “ “ “ teachers' use.
- 96 High School “ “ “ pupils' use.
- 1 Map.
- 1 Item educational supplies.

For the School Year 1926-1927

In addition to conducting written examinations and practical tests, the Board of Examiners held fifty meetings for the purpose of conducting oral examinations of candidates, granting of licenses, consideration of text books and supplies, consideration of applications for endorsement, and for the transaction of general business.

CERTIFICATION OF TEACHERS

WRITTEN EXAMINATIONS HELD AND NUMBER OF
CANDIDATES APPEARING AT EACH

	Men		Women		Total	
	Passed	Failed	Passed	Failed	Passed	Failed
August 30 and 31—						
Promotion.....	1	.....	1	.....	2	.....
Principal.....	1	*6	2	.....	3	*6
December 27—						
Promotion.....	.....	.....	1	.....	1	.....
Principal.....	1	*4	1	*1	2	*5
Grade.....	5	7	57	98	62	105
Sr. H. S. Art.....	.....	.....	4	3	4	3
“ “ “ English.....	9	6	*37	14	*46	20
“ “ “ Italian.....	1	2	.....	2	1	4
“ “ “ Librarian.....	.....	.....	7	5	7	5
“ “ “ Mathematics.....	*6	12	6	9	*12	21
“ “ “ Physics & Chem.....	*3	19	1	2	*4	21
“ “ “ Spanish.....	3	2	4	9	7	11
April 18—						
Grade.....	9	7	107	73	116	80
Elementary Art.....	1	1	10	9	11	10
“ “ “ Dom. Science.....	.....	.....	10	6	10	6
Jr. H. S. French.....	.....	.....	13	11	13	11
Sr. “ “ Biology.....	3	7	12	13	15	20
“ “ “ Corrective Gym.....	1	.....	2	4	3	4
“ “ “ Principal's Asst.....	.....	1	2	.....	2	1
“ “ “ Physical Training.....	6	18	.....	.....	6	18
May 11						
Elem. Phys. Training.....	.....	.....	34	*20	34	*20
Total.....	50	92	311	279	361	371

*Includes incomplete examination.

SUMMARY

Number of Different Persons Taking Examinations
(Excluding Duplications)

	Number Passed	Number Failed	Total
Grade.....	149	130	279
Principal.....	4	*8	12
Elementary Art.....	11	10	21
“ “ “ Domestic Science.....	10	6	16
“ “ “ Phys. Training (women).....	34	*20	54
Jr. H. S. French.....	13	11	24
Sr. H. S. English.....	46	20	66
“ “ “ Art.....	4	3	7
“ “ “ Biology.....	15	20	35
“ “ “ Corrective Gymnastics.....	3	4	7
“ “ “ Italian.....	1	4	5
“ “ “ Librarian.....	7	5	12
“ “ “ Mathematics.....	*12	21	33
“ “ “ Physics & Chemistry.....	*4	21	25
“ “ “ Principal's Assistant.....	2	1	3
“ “ “ Spanish.....	7	11	18
“ “ “ Physical Training (men).....	6	18	24
Total.....	328	313	641

*Includes incomplete examination.

NUMBER OF CANDIDATES GIVEN PRACTICAL TESTS
TO DETERMINE FITNESS FOR LICENSES

	Satisfactory	Unsatisfactory	Total
Elementary Art.....	8	2	10
“ Domestic Science.....	9	1	10
“ Phys. Training (women).....	34	*20	54
Sr. H. S. Corrective Gymnastics.....	3	—	3
“ “ Physical Training (men).....	2	2	4
Playground—men.....	17	—	17
“ women.....	34	—	34
Total.....	107	25	132

*Includes incomplete examination.

NUMBER OF APPLICATIONS ACTED UPON TO DETERMINE ELIGIBILITY

	Eligible without writ exam.	Eligible to take writ exam.	Not eligible	Total
Grade.....	200	216	21	437
Kindergarten.....	38	—	—	38
Principal.....	—	6	2	8
Elementary Art.....	—	14	5	19
“ Domestic Science.....	—	21	6	27
“ Phys. Training (women).....	—	68	2	70
Jr. H. S. French.....	—	34	8	42
Sr. H. S. Art.....	—	11	5	16
“ “ “ Biology.....	—	41	11	52
“ “ “ Corrective Gymnastics.....	—	12	2	14
“ “ “ English.....	—	91	11	102
“ “ “ Italian.....	—	3	1	4
“ “ “ Librarian.....	—	14	3	17
“ “ “ Mathematics.....	—	45	2	47
“ “ “ Physics & Chemistry.....	—	31	3	34
“ “ “ Principal's Assistant.....	—	3	1	4
“ “ “ Phys. Train. (men).....	—	19	15	34
“ “ “ Spanish.....	—	31	8	39
Total.....	238	660	106	1,004

In addition to the above, 63 requests for credit by reason of college work, from teachers seeking promotion licenses, were granted, and 234 requests for exemption from written examinations by reason of college work, were granted.

NUMBER OF ORAL EXAMINATIONS GIVEN
AND CERTIFICATES GRANTED

	No. exam.	License by endors.	Granted by exam.	Denied	Laid over
Grade.....	262	91	159	8	4
Vice Principal.....	10	5	---	---	5
First Assistant.....	40	33	---	---	7
Head Assistant.....	5	5	---	---	---
Substitute.....	29	27	---	1	1
Kindergarten.....	2	2	---	---	---
Binet.....	15	15	---	---	---
Principal.....	4	---	2	---	2
Speech Improvement.....	2	2	---	---	---
Corrective Gymnastics.....	1	1	---	---	---
Nutrition.....	7	7	---	---	---
Visiting Teacher.....	4	4	---	---	---
Continuation.....	1	1	---	---	---
Evening.....	7	7	---	---	---
Psychologist.....	1	1	---	---	---
Assistant Psychologist.....	2	2	---	---	---
Elementary Art.....	10	---	7	2	1
" Domestic Science.....	10	---	8	1	1
" Phys. Training (women).....	54	---	32	19	3
Jr. H. S. English.....	1	---	---	---	1
" " French.....	12	---	11	---	1
Sr. H. S. Art.....	3	---	3	---	---
" " Biology.....	14	---	14	---	---
" " Corrective Gymnastics.....	3	---	3	---	---
" " English.....	46	---	40	1	5
" " History.....	2	---	2	---	---
" " Italian.....	2	---	1	---	1
" " Laboratory Assistant.....	5	5	---	---	---
" " Librarian.....	5	---	5	---	---
" " Latin.....	1	---	1	---	---
" " Mathematics.....	14	---	11	1	2
" " Physics & Chemistry.....	4	---	3	---	1
" " Principal's Assistant.....	2	---	2	---	---
" " Physical Training (men).....	4	---	2	2	---
" " Spanish.....	8	---	7	---	1
Playground—men.....	17	---	17	---	---
—women.....	34	---	34	---	---
Grand Total.....	643	208	364	35	36

RENEWAL OF LICENSES

	Granted
Grade.....	1
Jr. H. S. Latin.....	2
" " General Science.....	1
" " Stenography & Typewriting.....	2
Sr. H. S. Commercial.....	1
" " Domestic Science.....	2
" " French.....	2
" " Latin.....	2
" " Music.....	2
" " Physics and Chemistry.....	1
" " Science.....	1
" " Stenography & Typewriting.....	3
Total.....	20

TEXT BOOKS AND SUPPLIES

During the school year 1926-1927, 4 meetings were devoted to the consideration of additions to the approved list of text books and supplies, and of eliminations therefrom.

The following is a summary of the requests for additions.

TEXT BOOKS

High School	—recommended by principals, etc.....	44
“ “	—requested by publishers.....	30
Jr. H. “	—requested by publishers.....	7
Elementary	—recommended by principals, etc.....	101
“	—requested by publishers.....	67
Total text books.....		249
Maps (sets)	—recommended by principals, etc.....	2
“ “	—requested by publishers.....	1
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The following were recommended for addition to the approved list:

- 24 Elementary text books for pupils' use.
- 10 “ “ “ teachers' use.
- 23 High School “ “ “ pupils' use.
- 3 “ “ “ teachers' use.
- 3 Maps (sets)
- 32 Items educational supplies.
- 2 Elementary books were transferred from the Circulating list to the Elementary list for pupils' use.

At the same time the following eliminations from the approved list were recommended:

- 11 Elementary text books for pupils' use.
- 1 “ “ “ teachers' “
- 7 High School “ “ “ pupils' “
- 1 Evening “ “ “ “ “
- 4 Maps (sets)
- 1 Item educational supplies.

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